

Writing - Long Term Plan.

C Cowley



Contents

Whole School Long Term Plan

Early Years

Narrative

Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

Non-Fiction

Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

Poetry

Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

Genre maps - Fiction, Non-Fiction and Poetry.

			Nursery			
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Rhyme and Colour	Let's Celebrate!	Growth and Ch	Growth and Change		Bears, Bears, Bears!
Key Texts	**A range of high-quality picture books to introduce children to story time ** Nursery Rhymes Goldilocks and the three bears The Gingerbread Man	The Colour Monster *With additional stories from Reading Long Term Plan	The Very Hungry C Jack and the Be The Enormous ¹ How to grow a di	anstalk Turnip	Range of non- fiction texts	Everywhere Bear We're Going on a Bear Hunt Paddington
<u>C&L</u>	*Listen to stories and understand what is happening with the help of pictures. *Use a wide range of vocab. *Sing a large repertoire of songs.	*Understand and enjoy longer stories and remember most of what happened.	*Know many rhymes to talk about familiand be able to tell a story.	ar books,	*Be able to express a viewpoint and debate when they disagree with an adult or a friend, using words.	*Use sentences with joined up words like 'because', 'or', 'and'. *Use future and past tense. *Answer simple 'why' questions.

		Rec	eption					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topics	All about Me!	Tell me a Story	The Big Wide World		The Big Wide World		Crazy Constructio n	Water, Water, Everywhere!
Key Texts	**A range of high- quality picture books to introduce children to Reception story time ** How to fill a bucket Only one me Unicorn	Supatato The Day the Crayons Quit *With additional stories from Reading Long Term Plan	How to catch a star Aliens love Underpants Whatever Next Little Red Riding Hood		Aliens love Underpants Whatever Next		Three Little Pigs Katie in London The Royal Family	Billies Bucket Someone swallowed Stanley Finding Nemo Tiddler Rainbow Fish
<u>C&L</u>	*Engage in extended conversations about stories, learning new vocabulary. *Understand to listen carefully and why listening is important. *Learn new vocabulary. *Use new vocabulary through the day. *Engage in story times. *Listen to and talk about stories to build familiarity and understanding.	*Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Retell the story, once they have developed a deep familiarity with the text. *Learn rhymes, poems and songs.	*Describe events in some detail.	*Use new vocabulary in different contexts.	*Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	ELG - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, <u>rhymes</u> and poems.		

NARRATIVE

Text Type Focus	Familiar Settings	Traditional Tales	Traditional Tales – Fairy Tales	Stories With patterned language	Stories with a problem (dilemma) Talk for writing
Coverage (not necessarily in a complete block - weeks)	4	2	2	2	2
Writing Breadth and Balance	Re-tell a familiar story in sequence and including some story language. Write own version of a familiar story using a series of sentences to sequence events.	Re-tell a familiar story in sequence and including some story language. Write own version of a traditional tale using a series of sentences to sequence events.	Re-tell a familiar story in sequence and including some story language Write own story with a linear structure; beginning, middle and end; good and bad characters	Use patterns and language from familiar stories in own writing; Write own story with a linear structure; beginning, middle and end; good and bad characters	Write own story with a linear structure; beginning, middle and end; Adventures of
Visual Literacy (Literacy Shed)			Annual panto for whole school.		
Book Links		Rosie's Walk		Class Reader Funny Bones	
WRITING Composition	 composing a sequencing sequencing we have re-reading we discuss what 	ces by: ud what they are going to sentence orally before wr entences to form short no hat they have written to they have written with the	riting it arratives		
Vocabulary, Grammar and Punctuation	leaving spaceusing the worbeginning tousing a capito	now spoken language can is between words ord 'and' to join words and punctuate sentences using al letter for names of pec al	g a capital letter and a fu	ll stop, question mark or exc ne week, and the personal pr	

Literacy Long Term Plan

YEAR 2 NARRATIVE

Text Type	Familiar Settings	Traditional Tales	Historical Fiction	Fantasy	Adventure (including different cultures)	Play Scripts, Dialogue	Classics	
Coverage (not necessarily in a complete block	√ 2	√ 2	v 2	√ 2	√ 2	√ 2	√ 2	
- weeks) Writing Focus	Re-tell familiar stories using narrative structure and dialogue from the text; Re-tell a familiar story with events in sequence and including some dialogue and formal story language. Plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending.	Describe characters and include dialogue. Use third person and past tense. Write own story in the style of a traditional tale, using typical settings, characters and events. Use past tense and temporal connectives.	Write own story in the style of a historical setting, using typical settings, characters and events. Use past tense and temporal connectives.	Tell own real and imagined stories Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3rd person and past tense consistently. Include descriptions of characters and setting and some dialogue.	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Use 3rd person and past tense consistently. Include descriptions of characters and setting and some dialogue	Explore characters' feelings and situations using improvisation; Improvise and rehearse new dialogue between familiar characters. Dramatise parts of own stories for class. Dramatise parts of own or familiar stories and perform to class or group.	Plan and write own stories with a logical sequence of events, based on classic literature	
Visual Literacy (Literacy Shed)	enumg.	The Clock Tower - Fairy Tale Shed. Annual panto for whole school		Once in a Lifetime – Fantasy Shed.			Theatre Company - Annual performance based on a Classic Story.	
Book Links	The Lighthouse Keeper's Lunch.	The Tunnel- Anthony Browne Little Red Riding Hood	Samuel Pepys Diary.	Jampires	Handa's Surprise		Classic Literature	
Writing Composition	Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives, about personal experiences and those of others (real and fictional) writing about real events, e.g. visits, visitors writing for different purposes, e.g. letters, invitations, instructions consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear.							
Vocabulary, Grammar and Punctuation	Pupils should be tauged and understeed and understeed arriving question learning expanded as subording suiting soil using soil	ght to: and how spoken language how to use both famili marks, commas for lis how to use: es with different form ald noun phrases to desc nation (using when, if, t me features of written	ge can be represented in ar and new punctuation its and apostrophes for set statement, question, tribe and specify; e.g. that, or because) and constanting the standard English	in writing by: correctly (see Append contracted forms exclamation, command	ix 2), including full stop and, or but)	os, capital letters, excl	amation marks,	

Literacy Long Term Plan

Text Type	Fantasy	Traditional Tales – Fables	Stories which raise dilemmas	Myths and Legends	Adventure	Play Scripts, Dialogue	Classics
Coverage	√ 2	√ 2	√ 2	√ 2	√ 2	✓	2
Writing Focus	Plan and write stories based on fantasy settings Plan and write complete stories using a familiar plot and altering characters or setting. Include a structured sequence of events organised into paragraphs.	Plan and tell stories, (e.g.) own version of a fable, varying voice and intonation to create effects and sustain interest. Include a structured sequence of events organised into paragraphs.	Plan stories orally; explore moral dilemmas for characters using drama. Plan and write stories, which raise issues and dilemmas. Include a structured sequence of events organised into paragraphs.	Describe new characters or settings. Include examples of patterned story language and dialogue with speech marks. Include a structured sequence of events organised into paragraphs.	Write adventure stories that have a problem and resolution and are organised into paragraphs and/or chapters with connectives to signal time, sequence or place. Include description of a typical adventure setting and characters Include a structured sequence of events organised into paragraphs.	Role play dialogue between characters. Compose new dialogue for characters using conventions for punctuating and presenting speech. Use written dialogue to move the plot on.	Plan and write own stories with a logical sequence of events, based on classic literature
Visual Literacy (Literacy shed)		Annual panto for whole school.	The Present - Thinking Shed.	The Dragon Slayer - Myths and Legends Shed.	The Lighthouse- Adventure Shed.		Theatre Company -Annual performance based on a Classic Story.
Book Links			The Hodgheg Dick King Smith	The Beast of Bloodin -Michael Morpurgo			Classic literature
Writing Composition	 discus vocabi discus draft compo range organi in nari in non using evalue assess 	heir writing by: sing texts similar to ulary sing and recording ide and write by: sing and rehearsing s of sentence structur sing paragraphs aroun rative texts, creating -narrative texts, usin the perfect form of v ite and edit by: sing the effectiveness	entences orally (inclues (See Appendix 2) and a theme settings, characters g simple organisation verbs to mark relations of their own and other	ding dialogue), progre and plot al devices such as hed nships of time and can hers' writing and sugg	essively building a var adings and sub-headin use esting improvements	earn from their struction ied and rich vocabular	ry and an increasing

- proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

- develop their understanding of how spoken language differs from and can be represented in writing by:
- extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion
- choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- discussing dialogue in narratives or characters' language in drama
- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

Literacy Long Term Plan

YEAR 4 NARRATIVE

Text Type Focus	Stories which raise dilemmas	Legends	Historical fiction	Fantasy	Science Fiction	Play Scripts, Dialogue	Classics
Coverage	√ 2	√ 2	√ 2	√ 2	√ 2	√ 2	2
Writing Focus	Write in role as a character from a story. Plan and write a longer story where the central character faces a dilemma that needs to be resolved. Use a clear story structure and organise into chapters. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.	Plan and tell stories, (e.g.) own version of Legend, varying voice and intonation to create effects and sustain interest. Include a structured sequence of events organised into paragraphs.	Plan, tell and write short stories set in the past. Include descriptive detail to evoke the historical setting and make it more vivid. Sequence events clearly and show how one event leads to another. Use a range of connectives to show changes in time and place.	Plan and write a longer adventure story set in an imagined world. Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	Plan and write a longer adventure story set in space or other sci-fi setting. Organise into chapters using the structure: introduction, build-up, climax or conflict, resolution. Include details of the setting, using figurative and expressive language to evoke mood and atmosphere.	Use drama to explore consequences of introducing new characters to a particular setting Work in role to 'interview' story characters.	Plan and write own stories with a logical sequence of events, based on classic literature
Visual Literacy (Literacy Shed)			Romans				Theatre Company -Annual performance based on a Classic Story.
Book Links	Class Reader Butterfly Lion		Black History Links	Class reader Nowhere Emporium			Classic Literature

Writing Composition

Pupils should be taught to:

- plan their writing by:
- discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narrative texts, creating settings, characters and plot
- in non-narrative texts, using simple organisational devices such as headings and sub-headings
- using the perfect form of verbs to mark relationships of time and cause
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

- develop their understanding of how spoken language differs from and can be represented in writing by:
- extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion
- choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- discussing dialogue in narratives or characters' language in drama
- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

YEAR 5 NARRATIVE Literacy Long Term Plan

Text Type	Short Stories (Contemporary)	Film Narrative	Graphic Novels (Historical fiction)	Mystery	Science Fiction	Classics			
Coverage (not necessarily in a complete block - weeks)	√ 2	3	√ 2	2	2	2			
Writing Focus	Plan and write a complete short story with an interesting story opening. Organise into paragraphs for buildup, climax or conflict, resolution and ending. Plan and write a complete short story aimed at a specific audience	Use improvisation and role-play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain the listener.	Plan and write a story with a more complex structure, linked to images in the graphic novel format	Organise into paragraphs for build- up, climax or conflict, resolution and ending. Use language to create a particular comic or dramatic effect. Use a range of connectives to introduce scenes and link events.	Plan and write a longer story with a more complex structure, e.g. parallel narratives	Plan and write own stories with a logical sequence of events, based on classic literature			
Visual Literacy (Literacy Shed)		The Piano		The Alchemist's Letter		Theatre Company – Annual performance based on a Classic Story.			
Book Links	Black History Link		Class Reader. Viking Boy - Tony Bradman.			,.			
Writing Composition	Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning ensuring the consistent and correct tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register								
Vocabulary Grammar and Punctuation	understand h recognising vo using the pass using expande using modal vo using relative indicate gram using commas using hyphens using bracket using semi-col punctuating b	ow spoken language car ocabulary and structures sive voice to affect the ed noun phrases to conve erbs or adverbs to indical clauses beginning with a matical and other feat to clarify meaning or average to avoid ambiguity is, dashes or commas to lons, colons or dashes to cullet points consistently	n be represented in wrist that are appropriate for presentation of informative complicated informative degrees of possibilities who, which, where, why others by: Total ambiguity in writing indicate parenthesis indicate a stronger subsidiate of the complex of the complex indicate a stronger subsidiate indicate a stronger subsidiate and complex indicate and comp	or formal speech and writ tion in a sentence ion concisely Ty	ing, including the subjun				

NARRATIVE

Text Type	Stories which raise dilemmas	Adventure/ Fantasy	Scary/Ghost (Suspense)	Fantasy	More Complex Traditional Stories	Play Scripts, Dialogue	Classics
Coverage (not necessarily in a complete block - weeks)	2	2	2 GoWrite	2	2	2	2
Writing Focus	Plan and write an extended story. Use techniques learned from reading, e.g. create mood and atmosphere by describing a character's response to a particular setting; -formality	Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre, (e.g.) starting an adventure story with a dramatic event and then providing background information.	Tell short stories in a particular genre to engage and entertain an audience. Plan and write a short story with non-linear chronology, e.g. using flashbacks.	Plan and write a complete story in a particular genre. Select features of narrative structure typical of the genre.	Plan and write a longer story with a more complex structure, e.g. parallel (dual) narratives	Transform narrative writing into a script and perform as a short dramatised scene.	Plan and write own stories with a logical sequence of events, based on classic literature
Visual Literacy (Literacy Shed)	Film: War Horse.	His Dark Materials BBC series. (Series 1)	Alma - Ghostly shed	Eye of the Storm - Fantasy Shed. Spiderwick Chronicles.	Chaperon Rouge-Fairy tale Shed. Geri's Game -	Shakespeare Week. Create a production.	Film: Goodnight Mr Tom
Book Links	Class Reader: War Horse Michael Morpurgo.	His Dark Materials Trilogy - Phillip Pullman.		Spiderwick Chronicles - Holly Black and Tony DiTerlizzi.		p. code. ion.	Class Reader. Goodnight Mr Tom - Michelle Magorian.
Writing Composition	identifying for their or noting and a in writing and a selecting a in narrative action using a wide using furth underlining evaluate ar assessing to proposing community ensuring and proof-read perform the	writing by: the audience for and wn writing developing initial ideas arratives, considering write by: ppropriate grammar are texts, describing set e range of devices to be are organisational and p) and edit by: the effectiveness of the changes to grammar, vo the consistent and corre arect subject and veri choosing the appropri for spelling and punct teir own compositions,	t, drawing on reading how authors have do not vocabulary, under tings, characters are used to the control of th	g and research when eveloped characters standing how such a datmosphere and it and across paragrages to structure tex writing sation to enhance et a piece of writing sing singular and plutonation and volume	re necessary s and settings in the choices can change of integrating dialogue aphs at and guide the read ffects and clarify m ural distinguishing b	e texts they have re and enhance meaning to convey characted der (e.g. headings, b leaning etween the language	ead or listened to
Vocabulary, Grammar and Punctuation	recognising using the pusing expar using modal using relati indicate gr using comm using hyphe using brack using semi- punctuating	I how spoken language vocabulary and struct assive voice to affect aded noun phrases to colverbs or adverbs to it ve clauses beginning wammatical and other as to clarify meaning of the colverbs or command the colverbs or command the colons, colons or dashed bullet points consisted derstand the grammatical and structures.	tures that are appropriate presentation of convey complicated indicate degrees of ith who, which, whe features by: or avoid ambiguity in a to indicate parenties to indicate a strought.	priate for formal s information in a se nformation concisel possibility re, why or whose writing hesis nger sub-division of	ntence Y f a sentence than a	comma	

YEAR 1 NON-FICTION

Text Type	Labels, captions and Lists	Information Texts – fact Files/Non Fiction Pages etc.	Letters	Instructional texts	Recounts - Visits/events	Non-chronological reports		
Coverage (not necessarily in a complete block – weeks)	1	2	2	2	4	2		
Writing Focus	Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.	Independently choose what to write about, orally rehearse, plan and follow it through. To use dictionaries and glossaries effectively (As part of Information Texts)	To write letters for a given purpose, - Thank-you letters	Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently	Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. Eg. Simple descriptions of a visit or event/postcards	Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non- chronological report by writing sentences to describe aspects of the subject.		
Planner				to instruct	to recount	to report		
Thematic			Autumn – Santa letters			'		
Book Links			The Jolly Postman – Pat Hutchins					
WRITING Composition	Pupils should be taught to: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.							
Vocabulary, Grammar and Punctuation	 leaving space using the wealth beginning to using a capi 	nt to: how spoken language codes between words ord 'and' to join words and p punctuate sentences us tal letter for names of p mmatical terminology in a	d join sentences ing a capital letter and o eople, places, the days o	a full stop, question mark of the week, and the per:				

YEAR 2 NON-FICTION

Text Type	Labels, captions	Lists	Dictionaries and Glossaries	Note-Taking	Information Texts – Fact Files/Non Fiction Pages etc.	Letters	Instructional texts	Recounts - Diaries	Non-chronological reports
Coverage (not necessarily in a complete block -	✓ Included	√ I in inf		rion	3	3	4	2	2
weeks) Writing Focus	Write sin incorpora diagrams, appropria Make sim fiction te phrases, headings, writing Draw on hof texts what and Create ardictionary interest of the period of the phrases of the phrase	ting li ting li the the the the the the the the the the	abelleits, list outes fit	ors as from n y wor nnces nnd ex and p ee. ally o	on- ds and , uent experience lanning rdered special	To write letters for a given purpose - To inform based on recounts unitsharing experiences etc. Reply	As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game	Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. Diary/ Postcards	Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.
Planner	text						to instruct	to recount	to report
Thematic								Pudding Lane -The History Shed.	Black History Links
Book Links						Dear Greenpeace	Recipes	The Lighthouse Keeper's Lunch.	
Writing Composition	Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives, about personal experiences and those of others (real and fictional) writing about real events, e.g. visitors writing for different purposes, e.g. letters, invitations, instructions consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary they have learnt from their reading, wider experiences and conversations about language encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check their writing makes sense and that verbs to indicate time (tense) are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear.								
Vocabulary, Grammar and Punctuation	Pupils sho	und lear exc lear sen sen exp sub	erstar ening h lamati ening h tences anded ordina	ght to design the design of th	o: w spoken lan use both f arks, questi o use: different phrases to (using when, tures of wr	nguage can be represent amiliar and new punctua on marks, commas for li forms: statement, quest describe and specify; e , if, that, or because) ar itten Standard English	ed in writing by: tion correctly (see Apposts and apostrophes for tion, exclamation, commo	endix 2), including full st contracted forms and r, and, or but)	ops, capital letters,

Text Type	Note-Taking	Letters	Instructional Texts	Persuasive texts - Argumentative	Recounts - Visits/events	Non-chronological Reports			
Coverage (not necessarily in a complete	As part of NCD	√ 3	√ 2	√ 4	√ 2	√ 2			
Writing Focus	As part of NCR Teacher demonstrates research and notetaking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	To write letters for a given purpose - To inform	Write clear written instructions using correct register and devices to aid the reader	Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story or a letter.	Teacher demonstrates how to write non- chronological report using notes in a spidergram; Write own report independently based on notes from several sources.			
Planner			to instruct	to persuade	to - recount OHHA	to report			
Thematic		Howard Carter writing to Lord Carnarvon.	How to mummify a dead body.		Recount of visit to Cadbury World	The treasures of Tutankhamun.			
Book Links				The Ancient Egyptians		Black History Links			
Writing Composition	Pupils should be taught to: plan their writing by: discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narrative texts, creating settings, characters and plot in non-narrative texts, using simple organisational devices such as headings and sub-headings using the perfect form of verbs to mark relationships of time and cause evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.								

Vocabulary Grammar and Punctuation

develop their understanding of how spoken language differs from and can be represented in writing by:

- extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion
- choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- discussing dialogue in narratives or characters' language in drama

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

YEAR 4 NON-FICTION

Text Type	Dictionaries and Glossaries	Note-Taking	Information Texts - fact Files/Non Fiction Pages etc.	Persuasive texts - Advertising	Recounts - Journalistic	Explanatory texts
Focus Coverage	√	√	√	√	√	√
(not necessarily in a complete block - weeks)	3			4	2	3
Writing Focus	thesaurus ar letters to lo in alphabetic Make short abbreviating words, listin form. Fill out briet prose. Present info sources in or chart, labell matrix. Develop and using plannin strategies Edit down ar	notes, e.g. by ideas, selecting or in diagram f notes into comments imple form the simple form the diagram, grand problem and reword a set y deleting the	4 4th place ence words ing key mmatic onnected a variety of nat, e.g. raph, n writing a-solving	Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. Use writing frames if necessary to back up points of view with illustrations and examples To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples	Write newspaper style reports, e.g. about school events or an incident from a Story. Include recounts when creating paper or screen based information texts.	Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing To write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing (after Oral Rehearsal)
Planner				to persuade	to recount	to explain
Thematic						
Book Links						

Writing Composition	Pupils should be taught to: plan their writing by: discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2) organising paragraphs around a theme in narrative texts, creating settings, characters and plot in non-narrative texts, using simple organisational devices such as headings and sub-headings using the perfect form of verbs to mark relationships of time and cause evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences
	 proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
Vocabulary, Grammar and Punctuation	develop their understanding of how spoken language differs from and can be represented in writing by: extending the range of sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials discussing dialogue in narratives or characters' language in drama indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

YEAR 5 NON-FICTION

Text Type	Explanatory texts	Letters (Complaint)	Persuasive texts -	Recounts - Reports	Recounts - Journalistic	Recounts - Visits/events	Non-chronological reports	Scripts For Non-Fiction – broadcasts etc.
Coverage (not necessarily in	✓ 2	√	√	✓	✓	√	√ 2	✓ T in
a complete block - weeks)	2			4		1	2	Inc. in recounts unit
Writing Focus	To write explanatory texts independently from a flowchart or other diagrammatic plan,	Write a comment an issue on paper screen (e.g. as a reditorial or leafle setting out and justifying a persoview; to use struct from reading to set out and linl points, e.g. numbe lists, bullet points. Construct an arguin note form or fit text to persuade others of a point view and: present case to the class group	or news et), onal ctures k ered s s ument ull of	Write newspaper's reports, e.g. about events or an incide a story, using a wider of connectives, such meanwhile, following afterwards and incidetail expressed in which will engage threader Girls with swirling danced to the Include recounts we creating paper or subased information	school nt from r range ch as ng, luding n ways he hijabs	Write recounts based on the same subject such as a field trip, a match or an historical event for two contrasting audiences such as a close friend and an unknown reader	Teacher demonstrates the writing of a non chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non- chronological comparative report focusing on clarity, conciseness and impersonal style.	Write recounts based on the same subject such as a field trip, a match or an historical event for two contrasting audiences such as a close friend and an unknown reader
Planner	to explain	to persuade		recount	ρ	recount	report	
Thematic	Science						Black History Links	
Book Links								
Writing Composition	identifyin their own noting and in writing draft and selecting in narrati action using a will underlinin evaluate assessing proposing ensuring a writing ar proof-rea	r writing by: In the audience f writing If developing inition in arratives, consity If write by: If appropriate grant in the conganisation in the effectivene changes to grant the consistent are correct subject of a choosing the and for spelling and for spelling and the consistent are correct subject of a choosing the and for spelling and and for spelling and and for spelling and and for spelling and and a correct subject of a choosing the and for spelling and are correct subject of a choosing the and for spelling and are correct subject of a choosing the and for spelling and are correct subject of a choosing the and for spelling and a choosing the an	al ideas idering mmar ar bing set ces to b all and p ss of th mmar, vo ad corre and ver appropri d punct	s, drawing on reading how authors have and vocabulary, under this section with presentational development of the process of the section of th	ing and r develop erstandi and atm nin and a rices to s rs' writin ctuation out a pie a using si	structure text and guide t ig to enhance effects and clo	s in the texts they have hange and enhance mear alogue to convey characthe reader (e.g. headings arify meaning	read or listened to ling ter and advance the , bullet points,

Vocabulary understand how spoken language can be represented in writing by: recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive Grammar and using the passive voice to affect the presentation of information in a sentence **Punctuation** using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, why or whose indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma punctuating bullet points consistently use and understand the grammatical terminology in the Appendix accurately and appropriately in discussing their writing and

Text Type	Discussion texts	Letters – including Formal/Impersonal	Persuasive texts - Argumentative	Biography/Autobiography	Recounts - Journalistic	Non-chronological reports	Explanatory texts
Year 6	3	Link to Persuasion and Discussion	3	2	2	2	2
Planner	discuss * *		to persuade	recount	recount	report	explain
Thematic	Sainsbury's Ad - The making of the Christmas Truce.	Letters from the trenches	World War II		World War I and II	Police report Francis	Science.
Book Links		Letters from the Lighthouse Spiderwick His Dark Materials	War Horse	Author's Week			
Writing Composition	noting and in writing noting and in writing noting and selecting a in narrative using a wid using furth evaluate a assessing to proposing a ensuring the ensuring the ensuring compropriete proof-read	writing by: I the audience for and pury developing initial ideas, dr anratives, considering how write by: ppropriate grammar and v e texts, describing setting e range of devices to build ner organisational and pres and edit by: The effectiveness of their changes to grammar, vocat ne consistent and correct porrect subject and verb ag e register I for spelling and punctuat	rawing on reading and rese vathors have developed of cocabulary, understanding laws, characters and atmospid cohesion within and acrosentational devices to structure own and others' writing oulary and punctuation to extense throughout a piece of preement when using singu	arch where necessary characters and settings in how such choices can char here and integrating dialoss paragraphs incture text and guide the enhance effects and clarific furiting lar and plural distinguishing	n the texts they have readinge and enhance meaning ingue to convey character of reader (e.g. headings, but fy meaning	and advance the action	
Vocabulary Grammar and Punctuation	understand recognising using the p using expai using moda using relatindicate gr using comm using hyphe using brack using brack using semi punctuating	d how spoken language ca g vocabulary and structure assive voice to affect the nded noun phrases to conv il verbs or adverbs to indic ive clauses beginning with rammatical and other fec- as to clarify meaning or a ens to avoid ambiguity kets, dashes or commas to colons, colons or dashes t g bullet points consistently	in be represented in writes that are appropriate for presentation of informaticy complicated informaticate degrees of possibility who, which, where, why or utures by: void ambiguity in writing indicate parenthesis o indicate a stronger sub-	ing by: r formal speech and writin ion in a sentence nn concisely whose division of a sentence tha	ng, including the subjuncti		

Literacy Long Term Plan.

YEAR 1 POETRY

OETRY			
Text Type Year Group	Themed	Patterns ,Rhythm and Rhyme	Imagery
Year 1	2	2	2
Writing Focus	invent impossible ideas, e.g. magical wishes;	list words and phrases or use a repeating pattern or line	observe details of first hand experiences using the senses and describe;
WRITING Composition	Pupils should be taught to: write sentences by: saying out loud what they are going composing a sentence orally before sequencing sentences to form shou re-reading what they have written discuss what they have written with	e writing it of narratives of to check it makes sense	
Vocabulary, Grammar and Punctuation	Pupils should be taught to: understand how spoken language leaving spaces between words using the word 'and' to join words beginning to punctuate sentences using a capital letter for names of	can be represented in writing by:	
Identified Poems	 Ten In The Bed Ten Fat Sausages The Hokey Cokey She Sells Sea Shells Each Peach Pear Plum London Bridge Is Falling Down I Went To The Animal Fair Let's Get The Rhythm Of The Str We Like Different Things - Roger Ten Things Found in a Wizard's Po 	Hurn	

YEAR 2

POETRY			
Text Type	0 3 T + X T T W 3 3 0 + + 0 T	0 4 3 0 < 0 0 3 T	

Focus Year 2	√ 2		√ 2
	create a pattern or shape on the page; use	make adventurous word choices to describe	invent new similes and experiment with
Writing Focus	simple repeating phrases or lines as models	closely observed experiences; Make the most of the wide choices that free	word play; Think about words in different ways.
		verse gives you and try out different ways of	
		using words, lines or verses instead of	Listen to the way they sound and look
		sticking to predictable patterns.	carefully at their letters and shapes on
		Sticking to predictable patterns.	· · · · · · · · · · · · · · · · · · ·
		Manual Camana	the page or screen.
		Monologue, Conversation, List poems	
144 ***			
Writing	Pupils should be taught to:		
Composition	develop positive attitudes toward		
		experiences and those of others (real and fiction	al)
	 writing about real events, e.g. visit 		
	 writing for different purposes, e.g 		
	consider what they are going to wr		
	planning or saying out loud what the		
	I -	ds, including new vocabulary they have learnt fror	n their reading, wider experiences and
	conversations about language		
	 encapsulating what they want to see 		
		and corrections to their own writing by:	
	 evaluating their writing with the t 		
		makes sense and that verbs to indicate time (tens	e) are used correctly and consistently,
	including verbs in the continuous f		
		in spelling, grammar and punctuation (e.g. ends of	
	 read aloud what they have written 	with appropriate intonation to make the meaning	clear.
Vocabulary,	Pupils should be taught to:		
Grammar and	 understand how spoken language 	can be represented in writing by:	
Punctuation	 learning how to use both familiar a 	and new punctuation correctly (see Appendix 2), ir	ncluding full stops, capital letters,
		s, commas for lists and apostrophes for contracte	
	learning how to use:	•	
	 sentences with different forms: s 	tatement, question, exclamation, command	
		e and specify; e.g. the blue butterfly	
	 subordination (using when, if, that 	, or because) and co-ordination (using or, and, or b	out)
	 using some features of written St 		
	 use and understand the grammatic 	al terminology in Appendix 2 in discussing about t	heir writing.
Identified	30 days hath September		•
Poems	Peter Piper		
	 Doctor Foster 		
	 There Was An Old Women Who St 	wallowed A Fly	
	 The Forecast Says Snow - Roger F 	Hurn	
	 Not Now Nigel - A. Ahlberg 		
	 Windy Nights - R.L. Stevenson 		
	Storm - R. McGough		
	The Star J. Taylor		
	Revolting Rhymes - R. Dahl		
	Ten Things Found in a Pirate's Pock	ket/Sailor's Pocket	
	The Owl and the Pussy Cat		
	5 4.14 1116 1 4557 541		

YEAR 3 POETRY

Text Type	Free Verse/ Patterns ,Rhythm and Rhyme	Choral/Performance	Humorous and Silly Poems
Focus			ms
Year 3	1	1	2
Writing Focus	write free verse; borrow or create a repeating pattern	use powerful nouns, adjectives and verbs; experiment with alliteration;	Experiment with alliteration to create humorous and surprising combinations.
Writing Composition Vocabulary, Grammar and Punctuation	grammar and vocabulary discussing and recording in draft and write by: composing and rehearsing increasing range of senter organising paragraphs arou in narrative texts, creatin in non-narrative texts, usi using the perfect form of evaluate and edit by: assessing the effectivene proposing changes to gram proof-read for spelling an read aloud their own writi that the meaning is clear. develop their understand extending the range of se although choosing nouns or pronoun choosing nouns or pronoun using conjunctions, adverb using fronted adverbials	sentences orally (including dialogue), progressivel ace structures (See Appendix 2) and a theme ag settings, characters and plot and simple organisational devices such as headings verbs to mark relationships of time and cause as of their own and others' writing and suggesting and vocabulary to improve consistency e.g. the	y building a varied and rich vocabulary and an and sub-headings improvements ne accurate use of pronouns in sentences e intonation and controlling tone and volume so an be represented in writing by: er range of connectives e.g. when, if, because,
	indicate grammatical and using commas after fronte indicating possession by us using and punctuating dire	other features by: ed adverbials sing the possessive apostrophe with singular and p	
Identified	30 days hath September		
Poems	 What is Pink? C. Rossetti 		
	I am The Song - C. Causel	гу	
	Magic Box - K. Wright	S 112	
	Hurt No Living Thing - C. I Doe To The Planer and A		
	 Dog In The Playground - A Dave Dirt's Jacket Pocket 		
	Dave Dirt's Jacket Pocket Poems by Benjamin Zephai	3	

YEAR 4 POETRY

Text Type	Free	Tanka	Renga	1 1 1 1
	Verse	۵	٩	_
Focus	Še			
Year 4	√ 2	√ 1	1	1
Writing Focus	To use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; To write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour	To write Tanka poems Five lines: syllable pattern 5, 7, 5, 7, 7. Typically a haiku with two additional lines. The first three lines may describe a state or situation and the last two provide	To write Renga poetry Haiku-like verses linked together can be described as renga and are often written by more than one poet. Each is linked by two additional lines, each of seven syllables. The	To write Haiku poems Three lines: syllable pattern 5, 7, 5. A personal but universal comment on nature and/or humankind's place in the world. The poet aims to capture a single moment or
	-including personification	more detail, or the poet's comment.	line/syllable pattern is: 5, 7, 5 7, 7 5, 7, 5 7, 7 and so on.	thought and also aims to leave half the work for the reader to do.
Writing	Pupils should be taught to:	•	•	•
Composition Vocabulary, Grammar and	structure, grammar discussing and recordraft and write by: composing and reheat and an increasing rai organising paragraph in narrative texts, coin non-narrative tex using the perfect for evaluate and edit by assessing the effect proposing changes to sentences proof-read for spell read aloud their owr	ilar to the one they are planning and vocabulary ding ideas : arsing sentences orally (including nge of sentence structures (See as around a theme reating settings, characters and its, using simple organisational deverm of verbs to mark relationship: tiveness of their own and others' to grammar and vocabulary to impring and punctuation errors a writing, to a group or the whole	dialogue), progressively buildir Appendix 2) plot vices such as headings and sub s of time and cause writing and suggesting improve rove consistency e.g. the accur	ng a varied and rich vocabulary -headings ements ate use of pronouns in tion and controlling tone and
Punctuation	extending the range because, although choosing nouns or pr choosing nouns or pr using conjunctions, a using fronted adverl discussing dialogue i indicate grammatica using commas after indicating possession using and punctuatin	of sentences with more than one concurs appropriately for clarity of concurs appropriately within a sericly erose and prepositions to expressions in narratives or characters' langual and other features by: fronted adverbials in by using the possessive apostro	e clause by using a wider range and cohesion htence to avoid ambiguity and r ess time and cause age in drama phe with singular and plural no	of connectives e.g. when, if, repetition
Identified Poems	The Sound Collector On the Ning Nang N Betty Botter - Anon Cats Sleep Anywher	ong S. Milligan e - Eleanor Farjeon Oxford Treasury of Children's P Kup	oetry.	

POETRY

POETRY Text Type					Classic/Narrative	Kennings
, , , , , , , , , , , , , , , , , , , ,	Imagery	Free Verse	Patterns Rhythm Rhyme	Themed		
	gery	, . e	ne rhm	ned		
_		l se	and			
Focus			<u>a</u>			
Year 5		•	√ 2		1	1
	To use car	o use carefully observed details and apt			To write poems that tell a story verse	To write kennings
Writing		•	ct matter a	•	by verse.	
Focus	cliché in o	wn writing;				Derived from Old English and
	To wnite f	enaa vanca: i	use or inven	+		Norse poetry, kennings use compound nouns to refer to a
		-	ttempt diff			person or thing without using the
			e for humou			actual name. Anglo-Saxons often
	metaphors	s and persor	nification			used kennings to name their
	/T11 . C . :	T.F				swords. A kenning is a type of list
	(It's Sprin	ng J. Foster	')			poem. Although kennings follow a list structure, they could be
						described as free verse in other
						respects because they rarely
						rhyme.
Writing	Pupils sho	uld be taug	ht to:		<u> </u>	L
Composition	,		writing by:			
	•				urpose of the writing, selecting the appropr	iate form and using other similar
				neir own writ initial idaac	ting drawing on reading and research where nec	acconv
		-			now authors have developed characters and	•
		or listened				
		draft and	•			
	•	_		-	d vocabulary, understanding how such choice	5
	•		e texts, aes ce the action	-	ings, characters and atmosphere and integr	ating didiogue to convey character
	•				uild cohesion within and across paragraphs	
	•	_	-		resentational devices to structure text and	guide the reader (e.g. headings,
		•	ts, underlini	•		
			ınd edit by:		eir own and others' writing	
		-			cabulary and punctuation to enhance effects	and clarify meaning
	•				ct tense throughout a piece of writing	
	•				agreement when using singular and plural di	stinguishing between the language of
					ne appropriate register	
	•				lation errors sing appropriate intonation and volume so th	at meaning is clear
Vocabulary, Grammar and	-				can be represented in writing by:	iai meaning is clear.
Punctuation	•		•		ures that are appropriate for formal speech	and writing, including the
		subjunctiv				
	•				he presentation of information in a sentenc invey complicated information concisely	e
					dicate degrees of possibility	
	•	-			th who, which, where, why or whose	
		_			eatures by:	
	•	-			r avoid ambiguity in writing	
	:		ens to avoid kets dashes		to indicate parenthesis	
			-		s to indicate a stronger sub-division of a ser	ntence than a comma
	•		-	nts consister	3	
	•			e grammatic	cal terminology in the Appendix accurately a	nd appropriately in discussing their
		writing and		January I		
	:	-	•	Noyes (classi ge - R. L. Ste		
Identified Poems			orning - Ogd	•	STELEGIT	
	•		zackerley -			
	•		on Tired?	•		
	•	The Thin P	Prison - L. N	orris		

YEAR 6 POETRY

Text Type	Imagery	Ballards	Limericks
Focus			
1 0000			
Year 6	√	√ 1	1
	use simple metaphors and	To write ballad poetry	To write limericks
Writing	personification to create poems	To write ballad poetry	TO WITTE IMMETICAS
Focus	based on real or imagined	Ballads are narrative poems, usually of	A traditional five-line rhyming form,
	experience;	some length. Rhyme and musical rhythm	usually with humorous subject matter.
		patterns make them memorable for	Popularised in the nineteenth century
		oral retelling. They often recount heroic deeds or legends. Ballads	by Edward Lear's Book of Nonsense. The rhyme pattern is usually AABBA.
		typically include a chorus between each	The first line of a limerick is typically:
		verse or a refrain that repeats key	There once was a xx from xxx,
		lines.	
Writing	Pupils should be taught to:		
Composition	plan their writing by:	nd purpose of the writing, selecting the app	ropriate form and using other similar
	texts as models for their own		Topi late form and using other similar
	-	leas, drawing on reading and research where	necessary in writing narratives,
		developed characters and settings in the te	xts they have read or listened to
	draft and write by:	r and vocabulary, understanding how such ch	
	, , , , ,	r and vocabulary, understanding now such cr settings, characters and atmosphere and in	3
	and advance the action	g-,	9
		to build cohesion within and across paragrap	
		nd presentational devices to structure text	and guide the reader (e.g. headings,
	bullet points, underlining) evaluate and edit by:		
	•	f their own and others' writing	
	 proposing changes to grammar 	\cdot , vocabulary and punctuation to enhance eff	ects and clarify meaning
	_	orrect tense throughout a piece of writing	
	 ensuring correct subject and speech and writing and choosing 	verb agreement when using singular and plur	al distinguishing between the language of
	 proof-read for spelling and pu 		
		ns, using appropriate intonation and volume s	so that meaning is clear.
Vocabulary, Grammar and	, ,	age can be represented in writing by:	
Punctuation	 recognising vocabulary and str subjunctive 	ructures that are appropriate for formal spe	eech and writing, including the
	· ·	ect the presentation of information in a sen	tence
		to convey complicated information concisely	
	_	to indicate degrees of possibility	
	using relative clauses beginnin indicate grammatical and oth	g with who, which, where, why or whose	
	_	ng or avoid ambiguity in writing	
	 using hyphens to avoid ambigu 		
	 using brackets, dashes or com 	·	
		ashes to indicate a stronger sub-division of (a sentence than a comma
	punctuating bullet points consi use and understand the gramn	natical terminology in the Appendix accurate	ely and appropriately in discussing their
	writing and reading.	marious reminiology in the rippenant accurati	s, and appropriately in discussing men
	Daffodils - W. Wordsworth		
Identified Poems	Macavity: The Mystery Cat -	T.S. Elliot	
	My Shadow - RL Stevenson Witches Toil and Trouble - W.	Shakesneare from Macheth	
	 Witches Toil and Trouble - W 4' O Clock Friday - John Foste 	•	
	Sensational-Roger McGough		
		5ong of Hiawatha – Henry Wadsworth I	Longfellow (Ballards)
	 Flanders Fields - John Mc 	= :	
	 Dulce et Decorum Est - W 		
	 A Soldier's Kiss - Henry 		

Genre Map - Whole school coverage of Non-Fiction.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Biography/Auto							
Lists	$\sqrt{}$						
Invitation							
Information text							
Factfile/page							
Informal Letters							
Thank you							
Apology							
E-mail							
Formal letters							
-Complaint							
-persuasive							
-apology							$\sqrt{}$
Discussion							
Persuasion							
Non-chronological report							
Explanation							$\sqrt{}$
Instructions including recipes	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$				
Recount		l					
Visit/Event							
Journalistic	•	•	<u> </u>	•	$\sqrt{}$	v	
Eye Witness					•	•	
Diary				$\sqrt{}$			•
Report			V				

Writing for a purpose should always be key. Each year group should complete a recount after a visit or an event in their year group.

These genres will be taught in Literacy, however diaries, letters, explanations etc will be touched on in other curriculum areas.

Genre Map - Whole school coverage of Narrative.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
--	------	----	----	----	----	----	----

Re-tell	٧	٧	٧			
Description						
Character						
Setting	$\sqrt{}$		$\sqrt{}$			
Stories with patterned language	$\sqrt{}$	$\sqrt{}$				
(Helicopter Stories)						
Adventure			$\sqrt{}$			
Mystery						
Historical Fiction					$\sqrt{}$	
Science Fiction					$\sqrt{}$	
Dilemma		$\sqrt{}$		$\sqrt{}$	$\sqrt{}$	$\sqrt{}$
Myth						
Legend					$\sqrt{}$	
Traditional Tales	$\sqrt{}$	$\sqrt{}$	$\sqrt{}$			
Fable						
Fantasy			$\sqrt{}$			
Contemporary						
Dual Narrative						
Scary/suspense						
Different Cultures			$\sqrt{}$			
Film Narrative						
Play script				$\sqrt{}$	$\sqrt{}$	
Classic Stories						

These genres will be covered in Literacy lessons; however, year groups may cover other genres such as historical fiction, myths and legends in other curriculum areas.

Genre Map - Whole school coverage of Poetry.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6

Patterns, Rhythm Rhyme	 		$\sqrt{}$		
Free Verse				 	
Haiku					
Ranga					
Tanka					
Imagery including personification	$\sqrt{}$			$\sqrt{}$	$\sqrt{}$
Ballads					
Limericks					
Concrete poem (Shape poems)		$\sqrt{}$			
Calligrams		$\sqrt{}$			
Kennings					
Themed	$\sqrt{}$			$\sqrt{}$	
Humorous/Silly Poems					
That tell a story					