

Hemblington Primary School

Primary Writing Curriculum Overview : Year 1

Year	Strand	Objective
Y1	Transcription	Spell words containing each of the 40+ phonemes already taught.
Y1	Transcription	Spell common exception words.
Y1	Transcription	Spell the days of the week.
Y1	Transcription	Name the letters of the alphabet in order.
Y1	Transcription	Use letter names to distinguish between alternative spellings of the same sound.
Y1	Transcription	Add suffixes using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs.
Y1	Transcription	Add prefixes using the prefix <i>un-</i> .
Y1	Transcription	Add suffixes using <i>-ing</i> , <i>-ed</i> , <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i> , <i>eating</i> , <i>quicker</i> , <i>quickest</i>).
Y1	Transcription	Apply simple Year 1 spelling rules and guidance.
Y1	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Y1	Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly.
Y1	Handwriting	Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Y1	Handwriting	Form capital letters.
Y1	Handwriting	Form digits 0-9.
Y1	Handwriting	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Y1	Composition	Say out loud what they are going to write about.
Y1	Composition	Compose a sentence orally before writing it.
Y1	Composition	Sequence sentences to form short narratives.
Y1	Composition	Re-read what they have written to check that it makes sense.
Y1	Composition	Discuss what they have written with the teacher or other pupils.
Y1	Composition	Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year	Strand	Objective
Y1	Vocabulary, Grammar and Punctuation	Leave spaces between words.
Y1	Vocabulary, Grammar and Punctuation	Join words and joining clauses using 'and'.
Y1	Vocabulary, Grammar and Punctuation	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Y1	Vocabulary, Grammar and Punctuation	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
Y1	Vocabulary, Grammar and Punctuation	Understand regular plural noun suffixes -s or -es (<i>dog, dogs, wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.
Y1	Vocabulary, Grammar and Punctuation	Understand suffixes that can be added to verbs where no change is needed in the spelling of the root words (<i>helping, helped, helper</i>).
Y1	Vocabulary, Grammar and Punctuation	Understand how the prefix un- changes the meaning of verbs and adjectives.
Y1	Vocabulary, Grammar and Punctuation	Understand how words can combine to make sentences.
Y1	Vocabulary, Grammar and Punctuation	Use Year 1 grammatical terminology.

COVERAGE OF WRITING GENRES IN YEAR 1

NARRATIVE	POETRY	NON-FICTION
<ul style="list-style-type: none"> - Personal recount. - Simple stories with familiar settings, predictable and patterned language. - Traditional tales, Fairy tales and Christmas. <p>Significant Authors: Roald Dahl, Julia Donaldson. Martin Waddel, Dick King Smith. Nicola Davies, Michael Morpurgo.</p>	<ul style="list-style-type: none"> - With focus on pattern and rhyme. 	<ul style="list-style-type: none"> - Labels, lists and captions. - Instructions. - Non-chronological information text. <p>Information books related to animals and plants for Science topics.</p>

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Primary Writing Curriculum Overview : Year 2

Year	Strand	Objective
Y2	Transcription	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
Y2	Transcription	Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
Y2	Transcription	Learn to spell common exception words.
Y2	Transcription	Learn to spell more words with contracted forms.
Y2	Transcription	Learn the possessive apostrophe (singular) [for example, <i>the girl's book</i>].
Y2	Transcription	Distinguish between homophones and near-homophones.
Y2	Transcription	Add suffixes to spell longer words, including <i>-ment, -ness, -ful, -less, -ly</i> .
Y2	Transcription	Apply Year 2 spelling rules and guidance.
Y2	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Y2	Handwriting	Form lower-case letters of the correct size relative to one another.
Y2	Handwriting	Start using some of the diagonal and horizontal strokes needed to join letters.
Y2	Handwriting	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Y2	Handwriting	Use spacing between words that reflects the size of the letters.
Y2	Composition	Write narratives about personal experiences and those of others (real and fictional).
Y2	Composition	Write about real events.
Y2	Composition	Write poetry.
Y2	Composition	Write for different purposes.
Y2	Composition	Plan or say out loud what they are going to write about.
Y2	Composition	Write down ideas and/or key words, including new vocabulary.
Y2	Composition	Encapsulate what they want to say, sentence by sentence.
Y2	Composition	Evaluate their writing with the teacher and other pupils.
Y2	Composition	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Year	Strand	Objective
Y2	Composition	Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
Y2	Composition	Read aloud what they have written with appropriate intonation to make the meaning clear.
Y2	Vocabulary, Grammar and Punctuation	Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
Y2	Vocabulary, Grammar and Punctuation	Learn how to use commas for lists.
Y2	Vocabulary, Grammar and Punctuation	Learn how to use apostrophes for contracted forms and the possessive (singular).
Y2	Vocabulary, Grammar and Punctuation	Use sentences with different forms: statement, question, exclamation, command.
Y2	Vocabulary, Grammar and Punctuation	Expand noun phrases to describe and specify (for example, <i>the blue butterfly</i>).
Y2	Vocabulary, Grammar and Punctuation	Use the present and past tenses correctly and consistently including the progressive form.
Y2	Vocabulary, Grammar and Punctuation	Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>).
Y2	Vocabulary, Grammar and Punctuation	Understand the formation of nouns using suffixes such as <i>-ness, -er</i> and compounding (for example, <i>whiteboard, superman</i>).
Y2	Vocabulary, Grammar and Punctuation	Understand the formation of adjectives using suffixes such as <i>-ful, -less</i> .
Y2	Vocabulary, Grammar and Punctuation	Understand the use of the suffixes <i>-er, -est</i> in adjectives and the use of the <i>-ly</i> in Standard English to turn adjectives into adverbs.
Y2	Vocabulary, Grammar and Punctuation	Use and understand the Year 2 grammatical terminology.

COVERAGE OF WRITING GENRES IN YEAR 2

NARRATIVE	POETRY	NON-FICTION
<ul style="list-style-type: none"> - Personal recount (including diaries and postcards). - Extended stories with familiar settings. - Traditional tales with third person narrative. - Author study. <p>Texts include 'big book' versions of familiar stories and traditional stories, various versions of well-known traditional stories and folk tales from other cultures. Significant Authors: Dick King-Smith, Anne Fine.</p>	<ul style="list-style-type: none"> - Including poems on a theme, language play, pattern and rhyme. <p>Texts include a range of poetry books, including some 'big books'. Guided Reading texts: Oxford Reading Tree, Glow-worms series.</p>	<ul style="list-style-type: none"> - Instructions. - Non-chronological report. <p>Texts include some 'big books', which contain instructions and non-chronological reports. Topic books: <i>First Landing on the Moon, Kenya, Two Famous Nurses</i> and <i>The Seaside</i>.</p>

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Primary Writing Curriculum Overview : Year 3

Year	Strand	Objective
Y3	Transcription	Use some prefixes and suffixes and understand how to add them.
Y3	Transcription	Spell some homophones.
Y3	Transcription	Spell some words that are often misspelt.
Y3	Transcription	Begin to place the possessive apostrophe accurately in words with regular plurals (for example, <i>girls', boys'</i>) and in words with irregular plurals (for example, <i>children's</i>).
Y3	Transcription	Use the first two letters of a word to check its spelling in a dictionary.
Y3	Transcription	Write from memory simple sentences, dictated by the teacher, which include words and punctuation taught so far.
Y3	Handwriting	Continue to use the diagonal and horizontal strokes that are needed to join letters.
Y3	Handwriting	Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Y3	Composition	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Y3	Composition	Discuss and record ideas.
Y3	Composition	Compose and rehearse simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Y3	Composition	Organise simple paragraphs around a theme.
Y3	Composition	Create simple settings, characters and a basic plot in narratives.
Y3	Composition	Use simple organisational devices in non-narrative material (for example, headings and sub-headings).
Y3	Composition	Begin to assess the effectiveness of their own and others' writing and suggest improvements.
Y3	Composition	Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Y3	Composition	Proof-read for some spelling and punctuation errors.
Y3	Composition	Read aloud their own writing to a group, or the whole class, using increasing intonation and control of tone and volume, so that the meaning is clear.

Year	Strand	Objective
Y3	Vocabulary, Grammar and Punctuation	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> .
Y3	Vocabulary, Grammar and Punctuation	Use the present perfect form of verbs in contrast to the past tense.
Y3	Vocabulary, Grammar and Punctuation	Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.
Y3	Vocabulary, Grammar and Punctuation	Use conjunctions, adverbs and prepositions to express time and cause.
Y3	Vocabulary, Grammar and Punctuation	Understand the formation of nouns using a range of prefixes (for example, <i>super-, anti-, auto-</i>).
Y3	Vocabulary, Grammar and Punctuation	Understand the use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant, or a vowel (for example, <i>a rock, an open box</i>).
Y3	Vocabulary, Grammar and Punctuation	Understand word families based on common words, showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>).
Y3	Vocabulary, Grammar and Punctuation	Understand paragraphs as a way to group related material.
Y3	Vocabulary, Grammar and Punctuation	Use headings and sub-headings to aid presentation.
Y3	Vocabulary, Grammar and Punctuation	Begin to use inverted commas to punctuate direct speech.

COVERAGE OF WRITING GENRES IN YEAR 3

NARRATIVE	POETRY	NON-FICTION
<ul style="list-style-type: none"> - Personal recount (including diaries). - Extended stories (including adventure stories, stories with familiar settings, myths and traditional tales). - Informal letters and postcards. - Simple playscripts. <p>'Stone Age Boy', 'Ronald the Rhino', 'The Tunnel', 'Egyptian Cinderella'.</p>	<ul style="list-style-type: none"> - Including shape poetry and calligrams. - Poems on a theme. <p>Allan Ahlberg poetry books.</p>	<p>Further development of:</p> <ul style="list-style-type: none"> - Instructions. - Non-chronological reports. <p>Information books: Egyptians.</p>

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Primary Writing Curriculum Overview : Year 4

Year	Strand	Objective
Y4	Transcription	Use further prefixes and suffixes and understand how to add them.
Y4	Transcription	Spell further homophones.
Y4	Transcription	Spell words that are often misspelt.
Y4	Transcription	Place the possessive apostrophe accurately in words with regular plurals (for example, <i>girls', boys'</i>) and in words with irregular plurals (for example, <i>children's</i>).
Y4	Transcription	Use the first two or three letters of a word to check its spelling in a dictionary.
Y4	Transcription	Write from memory simple sentences, dictated by the teacher, which include words and punctuation taught so far.
Y4	Handwriting	Use the diagonal and horizontal strokes that are needed to join letters.
Y4	Handwriting	Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Y4	Composition	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Y4	Composition	Discuss and record ideas.
Y4	Composition	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Y4	Composition	Organise paragraphs around a theme.
Y4	Composition	Create settings, characters and plot in narratives.
Y4	Composition	Use simple organisational devices in non-narrative material (for example, headings and sub-headings).
Y4	Composition	Assess the effectiveness of their own and others' writing and suggest improvements.
Y4	Composition	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Y4	Composition	Proof-read for spelling and punctuation errors.
Y4	Composition	Read aloud their own writing to a group, or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year	Strand	Objective
Y4	Vocabulary, Grammar and Punctuation	Use commas after fronted adverbials.
Y4	Vocabulary, Grammar and Punctuation	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Y4	Vocabulary, Grammar and Punctuation	Use fronted adverbials.
Y4	Vocabulary, Grammar and Punctuation	Understand Standard English forms for verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>).
Y4	Vocabulary, Grammar and Punctuation	Indicate possession by using the possessive apostrophe with plural nouns.
Y4	Vocabulary, Grammar and Punctuation	Use and punctuate direct speech.
Y4	Vocabulary, Grammar and Punctuation	Use and understand the grammatical terminology in Year 4 grammar, accurately and appropriately, when discussing their writing and reading.
Y4	Vocabulary, Grammar and Punctuation	Use expanded noun phrases to convey complicated information concisely.

COVERAGE OF WRITING GENRES IN YEAR 4

NARRATIVE	POETRY	NON-FICTION
<ul style="list-style-type: none"> - Recount (personal and in role). - Extended stories (including adventure stories, mystery stories, stories with historical settings). - Informal letters. - Playscripts. <p>‘Tell Me A Dragon’, Jackie Morris. ‘Dragonology’, Ernest Drake. ‘The Dragon Snatcher’, M.P Robertson. ‘How to Train your Dragon’, by Cressida Cowell. ‘Dragonory’, Pie Corbett. ‘The Trouble with Dragons’, Debi Gliori. ‘The Dragon Machine’, Helen Ward. Roman myths: ‘Romulus and Remus’. Kensuke’s Kingdom’, Michael Morpurgo.</p>	<ul style="list-style-type: none"> - Including the writing of performance poetry. - Beginning to explore poetic form. <p>‘Dragon Poems’, John Foster and Korky Paul.</p>	<ul style="list-style-type: none"> - Non-chronological report. - Persuasive texts (adverts, leaflets). - Simple explanation text. <p>Non-fiction reference books/ Horrible Histories: Rotten Romans, Terry Deary. Information texts/booklets on deserts of North America.</p>

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Primary Writing Curriculum Overview : Year 5

Year	Strand	Objective
Y5	Transcription	Use some prefixes and suffixes and understand the guidance for adding them.
Y5	Transcription	Begin to spell some words with 'silent' letters (for example, <i>knight</i> , <i>psalm</i> , <i>solemn</i>).
Y5	Transcription	Begin to distinguish between homophones and other words, which are often confused.
Y5	Transcription	Begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Y5	Transcription	Use dictionaries to check the spelling and meaning of words.
Y5	Transcription	Use the first three letters of a word to check spelling, meaning or both of these in a dictionary.
Y5	Composition	Begin to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.
Y5	Composition	Begin to note and develop initial ideas, drawing on reading and research where necessary.
Y5	Composition	Consider how authors have developed characters and settings.
Y5	Composition	Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Y5	Composition	Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.
Y5	Composition	Begin to précis longer passages.
Y5	Composition	Begin to use a range of devices to build cohesion within and across paragraphs.
Y5	Composition	Use some organisational and presentational devices to structure text and to guide the reader (for example, headings and bullet points).
Y5	Composition	Assess the effectiveness of their own and others' writing.
Y5	Composition	Propose changes to vocabulary, grammar and punctuation to enhance writing.
Y5	Composition	Use the correct tense throughout a piece of writing.
Y5	Composition	Begin to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
Y5	Composition	Proof-read for spelling and punctuation.
Y5	Composition	Perform their own compositions, beginning to use appropriate intonation and volume, so that meaning is clear.

Year	Strand	Objective
Y5	Vocabulary, Grammar and Punctuation	Use modal verbs or adverbs to indicate degrees of possibility.
Y5	Vocabulary, Grammar and Punctuation	Use brackets, dashes or commas to indicate parenthesis.
Y5	Vocabulary, Grammar and Punctuation	Use and understand the Year 5 grammatical terminology accurately and appropriately when discussing their writing and reading.
Y5	Vocabulary, Grammar and Punctuation	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (i.e. omitted) relative pronoun.
Y5	Vocabulary, Grammar and Punctuation	Convert nouns, or adjectives, into verbs using suffixes (for example, <i>-ate, -ise, -ify</i>).
Y5	Vocabulary, Grammar and Punctuation	Understand devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>).
Y5	Vocabulary, Grammar and Punctuation	Understand linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, <i>he had seen her before</i>).
Y5	Vocabulary, Grammar and Punctuation	Use commas to clarify meaning or avoid ambiguity in writing.

COVERAGE OF WRITING GENRES IN YEAR 5

NARRATIVE	POETRY	NON-FICTION
<ul style="list-style-type: none"> - Extended stories and short stories (with a variety of settings, including stories from other cultures). - Playscripts. <p><u>Autumn Term</u> Whole Class: 'Grandpa Chatterji', 'The Mouth-Organ Boys' and 'No Gun for Asmir'.</p> <p><u>Spring Term - Modern Short Stories</u> Whole Class: 'Toothie and Cat', 'Licked', 'The Dive'.</p> <p><u>Summer Term - Book Study</u> 'War Horse' or 'Firebird'.</p>	<ul style="list-style-type: none"> - Including narrative poetry. - Further development of poetic forms. <p><u>Summer Term</u> Playscripts and Poetry.</p>	<ul style="list-style-type: none"> - Information texts.) - Formal letters.) Texts linked to - Instructions.) Maya topic. - Information Booklets) - Discussion texts.) Texts linked to - Persuasive Texts.) South American topic. (Deforestation, Tourist Guides, Informal letter writing) - Persuasive texts.) Texts linked to - Information texts.) Anglo Saxon Viking topic.

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Primary Writing Curriculum Overview : Year 6

Year	Strand	Objective
Y6	Transcription	Use further prefixes and suffixes and understand the guidance for adding them.
Y6	Transcription	Spell some words with 'silent' letters (for example, <i>knight, psalm, solemn</i>).
Y6	Transcription	Continue to distinguish between homophones and other words, which are often confused.
Y6	Transcription	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Y6	Transcription	Use dictionaries to check the spelling and meaning of words.
Y6	Transcription	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Y6	Transcription	Use a thesaurus.
Y6	Handwriting	Choose the writing implement that is best suited for a task.
Y6	Composition	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing and models for their own.
Y6	Composition	Note and develop initial ideas, drawing on reading and research where necessary.
Y6	Composition	Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
Y6	Composition	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
Y6	Composition	Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.
Y6	Composition	Précis longer passages.
Y6	Composition	Use a wide range of devices to build cohesion within and across paragraphs.
Y6	Composition	Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).
Y6	Composition	Assess the effectiveness of their own and others' writing.
Y6	Composition	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Y6	Composition	Ensure the consistent and correct use of tense throughout a piece of writing.
Y6	Composition	Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
Y6	Composition	Proof-read for spelling and punctuation errors.
Y6	Composition	Perform their own compositions, using appropriate intonation, volume and movement, so that meaning is clear.

Year	Strand	Objective
Y6	Vocabulary, Grammar and Punctuation	Use hyphens to avoid ambiguity.
Y6	Vocabulary, Grammar and Punctuation	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Y6	Vocabulary, Grammar and Punctuation	Use passive verbs to affect the presentation of information in a sentence.
Y6	Vocabulary, Grammar and Punctuation	Understand how words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>).
Y6	Vocabulary, Grammar and Punctuation	Link ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> • Repetition of a word or phrase; • Grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>); • Ellipsis.
Y6	Vocabulary, Grammar and Punctuation	Understand layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text).
Y6	Vocabulary, Grammar and Punctuation	Use semi-colons, colons, or dashes to mark boundaries between independent clauses.
Y6	Vocabulary, Grammar and Punctuation	Use a colon to introduce a list.
Y6	Vocabulary, Grammar and Punctuation	Punctuate bullet points consistently.
Y6	Vocabulary, Grammar and Punctuation	Use and understand the Year 6 grammatical terminology accurately and appropriately in discussing their writing and reading.

COVERAGE OF WRITING GENRES IN YEAR 6

NARRATIVE	POETRY	NON-FICTION
<ul style="list-style-type: none"> - Recount - newspaper reports. - Short and extended stories. - Letters (formal). - Biography and autobiography. <p><i>Brightstorm</i>, by Vashti Hardy. Biography of Charles Darwin. <i>Greek Myths</i>. <i>Kensuke's Kingdom</i>, by Michael Morpurgo.</p>	<ul style="list-style-type: none"> - Including narrative poetry, such as 'The Highwayman'. - Further development of poetic forms. <p>Poetry (Pie Corbett unit).</p>	<ul style="list-style-type: none"> - Non-chronological report. - Longer persuasive texts. - Balanced argument. - More sophisticated explanation text. <p>Linked to Geography and History topics.</p>

WHOLE SCHOOL COVERAGE OF WRITING GENRES

YEAR	NARRATIVE	POETRY	NON-FICTION
1	<ul style="list-style-type: none"> - Personal recount. - Simple stories with familiar settings, predictable and patterned language. - Traditional tales, Fairy tales and Christmas. <p>Significant Authors: Roald Dahl, Julia Donaldson. Martin Waddel, Dick King Smith. Nicola Davies, Michael Morpurgo.</p>	<ul style="list-style-type: none"> - With focus on pattern and rhyme. 	<ul style="list-style-type: none"> - Labels, lists and captions. - Instructions. - Non-chronological information text. <p>Information books related to animals and plants for Science topics.</p>
2	<ul style="list-style-type: none"> - Personal recount (including diaries and postcards). - Extended stories with familiar settings. - Traditional tales with third person narrative. - Author study. <p>Texts include 'big book' versions of familiar stories and traditional stories, various versions of well-known traditional stories and folk tales from other cultures. Significant Authors: Dick King-Smith, Anne Fine.</p>	<ul style="list-style-type: none"> - Including poems on a theme, language play, pattern and rhyme. <p>Texts include a range of poetry books, including some 'big books'. Guided Reading texts: Oxford Reading Tree, Glow-worms series.</p>	<ul style="list-style-type: none"> - Instructions. - Non-chronological report. <p>Texts include some 'big books', which contain instructions and non-chronological reports. Topic books: <i>First Landing on the Moon, Kenya, Two Famous Nurses</i> and <i>The Seaside</i>.</p>
3	<ul style="list-style-type: none"> - Personal recount (including diaries). - Extended stories (including adventure stories, stories with familiar settings, myths and traditional tales). - Informal letters and postcards. - Simple playscripts. <p>'Stone Age Boy', 'Ronald the Rhino', 'The Tunnel', 'Egyptian Cinderella'.</p>	<ul style="list-style-type: none"> - Including shape poetry and calligrams. - Poems on a theme. <p>Allan Ahlberg poetry books.</p>	<p>Further development of:</p> <ul style="list-style-type: none"> - Instructions. - Non-chronological report. <p>Information books: Egyptians.</p>

WHOLE SCHOOL COVERAGE OF WRITING GENRES

YEAR	NARRATIVE	POETRY	NON-FICTION
4	<ul style="list-style-type: none"> - Recount (personal and in role). - Extended stories (including adventure stories, mystery stories, stories with historical settings). - Informal letters. - Playscripts. <p>‘Tell Me A Dragon’, Jackie Morris. ‘Dragonology’, Ernest Drake. ‘The Dragon Snatcher’, M.P Robertson. ‘How to Train your Dragon’, by Cressida Cowell. ‘Dragonory’, Pie Corbett. ‘The Trouble with Dragons’, Debi Gliori. ‘The Dragon Machine’, Helen Ward. Roman myths: ‘Romulus and Remus’. ‘Kensuke’s Kingdom’, Michael Morpurgo.</p>	<ul style="list-style-type: none"> - Including the writing of performance poetry. - Beginning to explore poetic form. <p>‘Dragon Poems’, John Foster and Korcky Paul.</p>	<ul style="list-style-type: none"> - Non-chronological report. - Persuasive texts (adverts, leaflets). - Simple explanation text. <p>Non-fiction reference books/ Horrible Histories: Rotten Romans, Terry Deary. Information texts/booklets on deserts of North America.</p>
5	<ul style="list-style-type: none"> - Extended stories and short stories (with a variety of settings, including stories from other cultures). - Playscripts. <p><u>Autumn Term</u> Whole Class: ‘Grandpa Chatterji’, ‘The Mouth-Organ Boys’ and ‘No Gun for Asmir’.</p> <p><u>Spring Term - Modern Short Stories</u> Whole Class: ‘Toothie and Cat’, ‘Licked’, ‘The Dive’.</p> <p><u>Summer Term - Book Study</u> ‘War Horse’ or ‘Firebird’.</p>	<ul style="list-style-type: none"> - Including narrative poetry. - Further development of poetic forms. <p><u>Summer Term</u> Playscripts and Poetry.</p>	<ul style="list-style-type: none"> - Information texts.) - Formal letters.) Texts linked to - Instructions.) Maya topic. - Information Booklets) - Discussion texts.) Texts linked to - Persuasive Texts.) South American topic. (Deforestation, Tourist Guides, Informal letter writing) - Persuasive texts.) Texts linked to - Information texts.) Anglo Saxon Viking topic.
6	<ul style="list-style-type: none"> - Recount - newspaper reports. - Short and extended stories. - Letters (formal). - Biography and autobiography. <p>‘Brightstorm’, Vashti Hardy. Biography of Charles Darwin. Greek Myths. ‘Kensuke’s Kingdom’, Michael Morpurgo.</p>	<ul style="list-style-type: none"> - Including narrative poetry, such as ‘The Highwayman’. - Further development of poetic forms. <p>Poetry (Pie Corbett unit).</p>	<ul style="list-style-type: none"> - Non-chronological report. - Longer persuasive texts. - Balanced argument. - More sophisticated explanation text. <p>Linked to Geography and History topics.</p>