

Year 1

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Re-tell a narrative using patterns from listening and reading	Tell a story about a central character.	To innovate on patterns from a familiar story using known story language	To write their own story version of a familiar story and re-count events in sequence.	To use patterns and language from familiar stories. Write a complete a story with a beginning, middle and an end.	To write a complete story which includes characterisations i.e. a good and a bad character.
Non-Chronological Report	Describe something or someone, developing description to prompts and questions.			Assemble information about a subject from their own experience, writing sentences to describe different aspects of a subject.		
Persuasion	Write simple examples of persuasion e.g.in the form of a letter to a character in a book.					
Instructions	Write instructions on labels around the learning area.			Write a simple set of instructions including a numbered list, title and a simple list of equipment.		
Recount	To write sentences to match pictures, or sequences of pictures, illustrating an event.			Write a simple first person recount linked to a topic		
Discussion	Write a sentence (or more) to convey an opinion and a sentence (or more) to convey the contrasting opinion of another.					
Explanation	Write a series of sentences to explain a simple process based on first-hand experience.					
Poetry	Rhyming and Patterns Poems with repeating patterns and rhymes			Humorous Poems		

Year 2

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	To write a three part story with a key character.	To re-tell a traditional tale using typical settings, character and events. To innovate a traditional tale, changing some aspects of the setting, characters and events.	Plan and tell a story based on your own experience, using expanded noun phrases to expand and identify.	To plan and write a story based on a familiar character, using the structure of opening, something happens, events to sort it out and ending.	To plan and write your own story or re-tell a known story, using a range of sentence types and language to add detail.	To plan and write your own story with a logical sequence of events, with the introduction of some dialogue.
Non- Chronological Report	Use information from research to group and assemble information into a short non-chorological report.		Expand information using subordination and co-ordination and expanded noun phrases, to describe and specify information.		Use language and structural features of a non-chronological report e.g. a direct question, an opening statement, subheadings and line breaks. Ensure writing is in the third person.	
Persuasion	Write a simple persuasion based on a fictional book e.g. in the form of a letter to a character in a book.			Write a simple persuasive piece based on research or topic of interest.		
Instructions	Write instructions with some expansion about something they know well e.g. getting to school or playing a game. Use imperative verbs and precise language choices.			Extend and clarify instructions using subordination and coordination. Use expanded nouns to expand and specify.		
Recount	Write a simple first person recount linked to a topic of interest or personal experience, incorporating at least three chronological events in order, maintaining past tense and consistent use of the first person.			Write a narrative about a personal experience and those of others, in role.		
Discussion	Write a series of sentences to convey their opinion and a series of sentences to convey the contrasting opinion of another.					
Explanation	Produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced.					
Poetry	Read list poems. Write and perform own versions.		Read, write and perform free verse. Write own calligrams (shape poems)		Personal responses to poetry Recite familiar poems by heart	

Year 3

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	To write a story in four parts in the first person, with a definite ending.	To write a story in the third person, organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.	Re-tell or write their own story varying voice and intonation to create effects and sustain interest. Include dialogue to set the scene and present characters.	To write a five part story a strong dilemma, using conventions of written dialogue to show the relationship between two characters and move the action forward.	Write stories that have a problem and a resolution and organise into paragraphs that include adverbs of time. Include detailed description of setting and characters.	To write a story where dialogue is the drive to move the story on.
Non- Chronological Report	Write in an impersonal style using paragraphs to organise ideas.			Begin to incorporate the language of comparison and contrast.		
Persuasion	Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.					
Instructions	Write increasingly complicated instructions using a wide range of devices to make them easier to follow.					
Recount	Write the same event in a variety of ways in the third person, such as in the form of a story, a letter or a diary.					
Discussion	Write a traditional tale or a scene from a narrative from two key characters perspectives in viewpoints.					
Explanation	To write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flowcharts to support the explanation.					
Poetry	Read and recite familiar limericks by heart		Read and write haiku, tanka and kennings		Research a particular poet. Personal responses to poetry.	

Year 4

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.	Plan and complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution. Organise paragraphs around a theme and include descriptive detail to evoke the setting and make it more vivid.	Plan a complete story focusing on organisation devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.	Write in role as a character from a story. Include character descriptions designed to provoke sympathy or dislike in the reader	Plan and write a story where the main character faces a problem that needs to be resolved. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.
Non- Chronological Report	Write a comparative report based on their own notes taken from several sources.			Write a non-comparative report in a particular form eg web page.		
Persuasion	Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.					
Instructions	Write a procedural text using a range of organisational devices and language to support clarity and cohesion.					
Recount	Write the same event in a variety of ways (in the third person) such as in the form of a story, a letter, a diary or a news report.					
Discussion	Write a book review that explores the different viewpoints of a book read.					
Explanation	Write an explanation text in a personal and an impersonal style, adapting the use of language and grammar appropriately.					
Poetry	Read, write and perform free verse Read and write riddles		Recite some narrative poetry by heart Read and respond		Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

Year 5

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Write a five part story using language to evoke mood and atmosphere and develop characterisation.	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Plan and write a non-linear story eg flashbacks and parallel narratives, where events are portrayed simultaneously.	Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.	Try adapting a story for a different audience aiming for consistency in character and style, adapting sentence length and vocabulary to meet the needs of the reader.	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.
Non- Chronological Report	Collect and write a report in which two or more subjects are compared. Pupils must make their own decisions on form and layout.			Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness.		
Persuasion	Adapt a piece of writing for different audiences, shifting levels of formality eg a formal speech and an informal speech.			Draft and write a persuasive letter for a real purpose e.g. to comment on an emotive issue.		
Instructions	Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow.					
Recount	Write a recount based on the same subject such as a historical event, for contrasting audiences, shifting levels of formality.			Practice writing a recount with word limits, so that the pupils are forced to consider the precise level of formality required.		
Discussion	Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.					
Explanation	Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style.					
Poetry	Read and respond to cinquains. Experiment with writing their own.		Listen to, read and respond to raps. Experiment with writing their own.		Research a particular classic poet. Personal responses to poetry. Imitate style.	

Year 6

Genre	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Plan and write a story, where dialogue is used to develop characterisation and move the action forward.	Write a short story with a distinct atmosphere eg suspense, panic, humour etc,	Plan and write a non-linear story, arranging paragraphs carefully, using a range of connecting devices to signal that the narrative is moving back or forward in time	Plan and write an extended short story using expressive and figurative language, describing how characters feel; adding detail of sights and sounds; create mood and atmosphere describing a character’s response to a particular setting; use changes of scene to move on, or create a break in the action; vary the pace by using sentences of different length and direct or reported speech to move the action on.		Transform a play into narrative. Use paragraphs to vary pace and emphasis. Describe the setting referring to all of the senses and vary sentence length to achieve a particular effect. Use dialogue at key points to move the story on and reveal new information.
Non- Chronological Report	Write a report in a formal style, selecting correct vocabulary and grammatical structure that reflect the level of formality required.			Write a report in an informal style, selecting correct vocabulary and grammatical structures that reflect the level of formality required.		
Persuasion	Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.			Adapt a piece of writing for different audiences and in different forms, shifting levels of formality e.g. a formal speech and an informal speech.		
Instructions	Interweave instructions and procedures into another text type.					
Recount	Write a biography. Select a specific style and form to suit a specific audience.			Write an autobiography. Select a specific style and form to suit a specific audience.		
Discussion	Combine a discussion text within another text type eg within a newspaper report.					
Explanation	Write two different explanations, one in the present tense and one in the past tense.					
Poetry	Narrative poetry.			Classic poetry on a theme.		