

## Writing Genres

Year	
1	<p>Stories with familiar settings</p> <p>Labels, lists and captions</p> <p>Labels for diagrams or pictures</p> <p>Stories with predictable and patterned language</p> <p>Traditional and fairy tales</p> <p>Recount</p> <p>Stories about fantasy worlds</p> <p>Using sense</p> <p>Pattern and rhyme</p> <p>Poems on a theme</p>
2	<p><u>Narrative- stories with familiar settings</u> (e.g. setting or character description, story beginning, middle or end)</p> <p><u>Instruction writing</u>- for example, how to bake bread.</p> <p><u>Simple poem</u> with repeated refrain or rhyming couplets</p> <p><u>Narrative- traditional stories</u> and different stories from the same author (changing one element)</p> <p><u>Non-chronological report</u>- organise a fact file, use paragraphs to organise information in a logical way)</p> <p><u>Real events- diary</u> about an event in history or a real experience</p> <p><u>A letter</u>- to invite or thank a visitor/ from or to a character in a text</p> <p><u>Information text on a non-fiction topic</u>- to include key vocabulary, lists, headings, labelled diagrams, clear and logical information, alphabetical glossary</p> <p><u>Narrative- stories from significant authors</u>. For example, children plan and write their own story based on a series of logical events</p>
3	<p><u>Narrative – Stories with Familiar Settings</u></p> <p>Plan and write using consistent past tense.</p> <p>Write using three paragraphs: opening, problem and solution</p> <p>Describe settings using noun phrases, similes, alliteration, onomatopoeia.</p> <p>Develop characterisation using noun phrases, adverbs, alternative verbs</p> <p>Discuss and agree setting as a class using a model</p> <p><u>Narrative – Traditional Stories (As familiar settings)</u></p> <p>Stories looked at/rewritten are likely to be familiar.</p> <p>Features of a traditional tale are evident e.g. magic, creatures, moral</p>

	<p><u>Narrative – Adventure &amp; Mystery (As familiar settings)</u>  Discuss and agree setting / story line as a class. - Focus on action.  Introduce short sentences to build tension.</p> <p><u>Instructions</u>  Emphasis on the sequencing of events (numbers, bullet points, adverbials)  Instructions include all features of the text type  Know the purpose and language is chosen carefully  Different audiences are explored</p> <p><u>Non – chronological report</u>  Create a subject specific Information text with research  Organise logically with the correct features  Use concise, accurate language  Know the purpose of the report</p> <p><u>Information Text</u>  Research a particular area (based on own interest or wider curriculum) using reference materials (books, IT sources).  Locate, read and note relevant information. Select alternative and effective verbs</p> <p><u>Poems to Perform</u></p> <p><u>Shape Poetry and Calligrams</u></p> <p><u>Language Play</u> (Play with language) Puns, riddles, nonsense verse, pace and expression</p>
4	<p><u>Narrative – stories with historical settings</u>  Opening and build up, problem, resolution, ending linked to beginning.  Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark  Understand and discuss passing of time  Relate to organisation of paragraphs and key phrases, for example 'The next moment...', 'Minutes ticked by...', 'Some weeks later...' Identify events that are skimmed and those told in more depth.</p>

Present a historical setting familiar to the children (e.g. linked with period studied in history). Support children as they plan and tell a story, for example first person account of a child caught up in a historical event.

Write short stories set in the past, using oral stories to structure the written versions.

Demonstrate and support as they add descriptive detail to make the setting more vivid for the reader

#### Narrative – stories set in imaginary worlds

Opening and build up, problem, resolution, ending linked to beginning.

Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark

Children work collaboratively to plan and write a longer story, organised into chapters, about an adventure in an imagined world.

Use language to create atmosphere or suspense

Demonstrate how to use figurative or expressive language in short passage

#### Narratives – stories from other cultures

Opening and build up, problem, resolution, ending linked to beginning.

Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark

Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.

Language should be appropriate to the culture chosen.

#### Narratives – stories which raise dilemma/issues

Opening and build up, problem, resolution, ending linked to beginning.

Speech: Separate dialogue from narrative by use of comma, exclamation mark, question mark

Begin to read a short story that raises an issue or dilemma.

Summarise the key points in each paragraph to produce an outline of the story structure

Children write in role as a character from the story, advising the main character about what they should do

#### Recount – Newspaper/ Magazine

Organising paragraphs around a theme and using research or real-life experiences to note down initial ideas

Use simple organisational devices such as heading and subheadings

Using a colon to introduce a list, semi-colons to separate longer items in a list

Consider accurate use of vocabulary and sentence structure to inform reader

Appropriate use of punctuated speech for interviews with key witnesses/ guests

	<p><u>Poetry- Creating images</u>  Exploring form – performance / techniques  Haiku, Cinquain, shape poems, Alphabetic &amp; numbered poems</p>
5	<p><u>Narrative -</u>  Agree basic plot: children have freedom to make changes  Use a range of devices to create tension  Leave clues to the reader whilst showing cohesion  Use dialogue for effect to show character and advance action  Opening, build up, problem, resolution, ending tied to opening.  Develop settings using personification and metaphor.  Use a range of grammatical devices drawn from the generic sentence level outcomes to create mood and atmosphere.  Develop characterisation using what the character said and how it was said.  Accurate speech punctuation.</p> <p><u>Traditional stories (fables etc)</u>  Stories looked at/rewritten are likely to be of a familiar format  Features of a fable are evident e.g. magic, creatures, moral/lessons learnt</p> <p><u>Stories from other cultures</u>  Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales.  Language should be appropriate to the culture chosen.</p> <p><u>Write in the style of an author</u>  Write in the style of a particular author to complete the section of a story  Add dialogue or a new chapter  Experiment with the order of sections or paragraphs to achieve different effects  Using model purposefully to mimic style rather than copied  Apply a range of descriptive techniques  Begin to justifying choices e.g. word choice, structure  In addition to KS1 and lower KS2 outcomes, ensure pupils can:  Plan and write using five paragraphs: introductory paragraph, three main paragraphs to organise events and a final reflective summary paragraph.</p>

Use reported speech.

Write historical, scientific or personal recounts linked to topics of study

Recount is sequenced and show cohesion using several techniques

The purpose of the recount is clear within the orientation

Use of senses, detailed description and emotive language appeals to the reader

The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality

Language is fitting to the time Transcriptional knowledge - Phonics, spelling and handwriting ( Component knowledge - knowledge that pupils must learn in this unit (Learning objectives/intentions for lessons in this unit of writing) Compositional knowledge – skills that pupils will use/develop in this unit (What pupils can do as a result of the teaching)

Correctly punctuate bullet points: If your bullet point is a full sentence use capital letters and full stops. If your bullet point is part of a list of nouns, you can separate them with a semi colon.

Some of the Seven Wonders of the World are: •Stonehenge;

•Great Wall of China; •Roman Colosseum.

Active verbs: Tom threw a ball at the window.

Active verbs compared to Passive verbs

Active : Jane baked the cakes.

Passive: The cakes were baked by Jane.

Complex sentences using – whereas, while, providing.

Pupils should now be firmly embedding the above skills in their third year of Key Stage 2

Recount is cohesive and well-structured

Word choices and structure is chosen to engage and appeal to the reader

Formality and language is fitting to the time period / audience

#### Letter writing (formal/informal)

Letter is sequenced and show cohesion using several techniques

The purpose of the recount is clear within the orientation

Use of senses, detailed description and emotive language appeals to the reader

The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality

Language is fitting to the time

#### Persuasion

In addition to Y2 and lower KS2 outcomes, ensure pupils can:

	<p>Plan and write using a five-paragraph structure.  Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.  Sustain the viewpoint throughout whether personal or befitting of character role -  Support opinions with facts and other side of argument is mentioned and used with affect  Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent  Possible use of mixed genre</p> <p><u>Poetry</u>  Poetic style – word play, metaphor and word choice  Classic narrative poems  Choral and performance</p>
6	<p><b><u>Narrative examples:</u></b></p> <p><u>Fantasy Stories</u>  Agree basic plot: children have freedom to make changes  Use a range of devices to create tension  Leave clues to the reader whilst showing cohesion  Use dialogue for effect to show character and advance action</p> <p><u>Thriller/Ghost Stories</u>  Explore and use a range of techniques to build suspense.  Lengthy description throughout - Show not tell - Apply techniques figurative language  Stories with a twist ending  Agree basic plot—children have freedom to make changes  Develop devices to create tension  Begin to leave clues to the reader (hinting at the twist ending)  Begin to show cohesion  Use dialogue for effect (to show character/begin to advance action)</p> <p><u>Write in the style of an author</u>  Using model purposefully to mimic style rather than copied  Apply a range of descriptive techniques  Begin to justifying choices e.g. word choice, structure</p>

Stories with a flashback

Clear paragraph for the change  
Range of cohesive devices  
Potential change in person  
Clear change in setting and mood described with a range of techniques  
Use dialogue to advance action and show character

Discussion: create a piece with balanced information include both view points to inform and persuade.

Organised logically with the audience in mind  
Use concise, well-chosen language correctly  
Support opinions with facts and other side of argument and use with effect.  
Plan and write using five paragraphs – introduction (one or two sentences to briefly state two points of view... e.g. some people), each main paragraph stating arguments for and against, summary – possibly with a recommendation.  
Reason using conditionals: if, when (complex sentences)  
Use appropriate connectives for text cohesion. Opposition – although, however, nevertheless, on the other hand, but, instead, in contrast, looking at it another way. Logical – this shows, however, because.  
Use facts to support each side of the argument.  
Move from the general to the specific within the opening of each paragraph with sentences to expand the idea.

Persuasion: sustain the viewpoint throughout whether personal or befitting of character role -

Support opinions with facts and other side of argument is mentioned and used with affect  
Sentence and overall structure is appropriate to the time period / formality and intended audience - Formality is consistent  
Possible use of mixed genre

Journalistic: historical / Scientific or modern setting with appropriate language use.

Word choice and sentence structure selected to inform reader with use of devices to write with a biased view—using fact and opinion effectively / consciously  
Range of chronological devices - Reported and direct

Letter writing (formal/informal)

Letter is sequenced and show cohesion using several techniques  
The purpose of the recount is clear within the orientation

Use of senses, detailed description and emotive language appeals to the reader  
The reader is through sentence variation e.g. questions and possibly the use of second person Recounts are of appropriate formality  
Language is fitting to the time

Biography/ autobiography/ recount: write historical, scientific or personal recounts linked to topics of study

Recount is sequenced and show cohesion using several techniques

The purpose of the recount is clear within the orientation

Use of senses, detailed description and emotive language appeals to the reader

The reader is through sentence variation e.g. questions and possibly the use of second person recounts is of appropriate formality

Language is fitting to the time

Recount is cohesive and well-structured

Word choices and structure is chosen to engage and appeal to the reader

Formality and language is fitting to the time period / audience

Biography and Autobiography are explored

Poetry

The power of imaginary

Finding a voice