|  |
| --- |
| **Writing Overview Coverage – Genres**  |
| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Narratives**Traditional and fairy talesStories with predictable andpatterned languageStories about fantasy worldsStories with familiar settingsCharacter/setting description**Non-fiction**InstructionsLabels, lists, captionsLettersInformation textsDictionary workInvitationsDiary Linked to ScienceInstructions linked to ICTPersuasiveRecounts**Poetry** Poems on a themeUsing the sensesPattern and Rhyme | **Narratives**Traditional StoriesDifferent stories by the sameauthorStories with familiar settingsCharacter/setting descriptionsExtended stories/significantauthorsStories from other cultures **Non-fiction**Non-Chronological InstructionsReportsInformation TextsRecountsLettersInvitationsListsInstructionsFact writingExplanation texts**Poetry** Poems on a themeUsing the sensesPattern and Rhyme | **Narratives**Stories with familiar settingsMyths and LegendsAdventure and mysteryDialogue and PlaysCharacter descriptionsSetting descriptions**Non-fiction**InstructionsInformation TextsAuthorsLetters/InformalInformation TextsReportsChronological reportsRecounts **Poetry**Poems to performShape poetry andcalligramsLanguage play | **Narratives**Stories with a historical settingStories which raise issues ordilemmasStories set in an imaginary worldStories from other culturesPlay scriptsNarratives Writing from differentviewpointsCharacter/ settings descriptionsDiaries**Non-fiction**Information TextsNewspapersPersuasive textsExplanation textsLetters Informal lettersRecountNote writingLeaflets**Poetry**Poems to performCreating ImagesExploring formLanguage play | **Narratives**Setting descriptionFables Myths and LegendsStories from other culturesFilm NarrativePlay scriptsDiary Writing**Non-fiction**InstructionsSignificant AuthorsReportsExplanationRecountsPersuasionLetters **Poetry**Poetic StyleNarrative PoetryPerformance Poetry | **Narratives**Stories with flashbacksReading and WritingNarrativeDescription/setting writingDiaryGenres dependant ontransition activities andsummer term project.**Non-fiction**Autobiographies/biographiesJournalistic texts - newspapersArgumentsReading and Writing Authorsand TextsFormal/ Impersonal writingLetters – formal/informalpersuasiveRecountsNon chronological reports**Poetry**Power of ImageryNarrative poetryFinding a voiceReading Poetry |

|  |  |
| --- | --- |
|  | **Substantive and Disciplinary Knowledge**  |
| **Rec** | I know how to write short sentences with words with known sound-letter correspondences. I know how to re-read what I have written to check that it makes sense.I know how to spell words by identifying the sounds and then writing the sound with letter/s.I know how to write recognisable letters, most of which are correctly formed.I know how to write a sentence with a capital letter and a full stop. I know how to write simple phrases and sentences that can be read by others. |
| **Year 1** | I know how to leave spaces between words.I know how to join words and joining clauses using ‘and’.I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.I know how to learn the grammar for year 1 (in English Appendix 2). I know how to begin to punctuate sentences using a capital letter and a full stop, ? or !.I know how to form letters and numbers correctly and confidently. I know how to spell words containing each of the 40+ phonemes. I know how to spell common exception words. I know how to spell the days of the week . I know how to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. I know how to use the prefix un–. I know how to use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. |
| **Year 2** | I know how to mark most sentences with capital letters and full stops.I know how to mark some sentences with exclamation and question marks. I know how to use sentences with different forms in my writing (exclamation, question, statement, command).I know how to use some expanded noun phrases.I know how to use present and past tense mostly correctly. I know how to use the conjunctions (joining words) or / and / but. I know how to use a wider range of conjunctions – when / if / that / because. I know how to sound out words and write many of them with the correct graphemes. I know how to spell many common exception words. I know how to spell some contractions. I know how to add suffixes to spell some words correctly e.g. ment, -ness, -ful, -less, -ly.I know how to join letters in some of my writing.I know how to write correctly sized lower-case and capital letters.I know how to use sensible spacing between words. |
| **Year 3** | I know how to create settings, characters and plots in narratives. I know how to use a variety of sentences with different structures and functions including questions, statements, exclamations and commands.I know how to use the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an orange). I know how to begin to use paragraphs as a way to group related material. I know how to use headings and sub-headings to aid presentation. I know how to use present and past tense, including the progressive form, correctly and consistently. I know how to use the present perfect form of verbs instead of the simple past (for example, He has gone out to play / with He went out to play).I know how to express time, place and cause using conjunctions, adverbs and prepositions. I know how to (mostly) correctly use capital letters and full stops, question marks, exclamation marks, apostrophes for singular possession and apostrophes for contractions. I know how to use fronted adverbials.I am beginning to know how to use inverted commas to punctuate direct speech.I know how to use word families based on common words.I know how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).I know how to accurately spell some of the suffixes listed for Y3&4.I know how to accurately spell some common homophones and other words which are often confused.I know how to form nouns using a range of prefixes (for example super–, anti–, auto–).I know how to accurately spell most words from the Y2 word list and half from the Y3&4 list.I know how to write with increasingly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate. |
| **Year 4** | I know how to create settings, characters and plots in narratives.I know how to use paragraphs to organise ideas around a theme.I know how to use simple organisational devices (for example, headings and sub-headings) in non-narrative writing.I know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.I know how use the present perfect form of verbs in contrast to the past tense.I know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. I know how to use standard English forms for verb inflections (e.g. we were instead of we was, or I did instead of I done).I know how to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).I know how to use fronted adverbials.I know how to express time, place and cause using conjunctions, adverbs and prepositions. I know how to (mostly) correctly use capital letters and full stops, question marks, exclamation marks, commas after fronted adverbials and apostrophes to mark singular and plural possession. I know how to use punctuation for direct speech including a comma after the reporting clause, and end punctuation within inverted commas. I know how to accurately spell most prefixes and suffixes for Y3&4. I know how to accurately spell most of the words from the Y3&4 spelling list. I know how to accurately spell most of the homophones and other words which are often confused.I know how to use legible joined handwriting, using the diagonal and horizontal strokes that are needed to join letters. |
| **Year 5** | I know how to create settings, characters and plot in narratives.I know how to use paragraphs to organise information and ideas around a theme. I know how to use adverbials of time, place and number to link ideas across paragraphs.I know how to choose pronouns and nouns to aid cohesion and clarity and to avoid repetition. I know how to use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).I know how to use correct subject and verb agreement throughout a piece of writing.I know how to use the standard form for verb inflections in written Standard English.I know how to use nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. I know how to indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).I know how to use fronted adverbials to vary sentence structure.I know how to use relative clauses beginning with who, which and that (or an omitted relative pronoun) to add detail and description.I know how to (mostly) correctly use the following punctuation:* capital letters and full stops
* question marks
* exclamation marks
* commas after fronted adverbials
* apostrophes to mark singular and plural possession
* punctuation for direct speech including a comma after the reporting clause, and end punctuation within inverted commas
* use of commas to clarify meaning or avoid ambiguity
* brackets, dashes or commas to indicate parenthesis

I know how to accurately spell some of the prefixes and suffixes for Y5&6.I know how to accurately spell most of the words from the Y3&4 spelling list and half from the Y5&6 list.I know how to accurately spell most of the homophones and other words which are often confused.I know how to use legible joined handwriting, including appropriate choice of letter shape, and whether or not to join letters. |
| **Year 6** | I know how to create atmosphere, and integrate dialogue to convey character and advance the action. I know how to select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.I know how to use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. I know how to use passive and modal verbs mostly appropriately. I know how to use a wide range of clause structures, sometimes varying their position within the sentence. I know how to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.I know how to (mostly) correctly use inverted commas, commas for clarity and punctuation for parenthesis. I know how to make some use of semi-colons, dashes, colons and hyphens. I know how to spell most words correctly (year 5 and 6 word list). I know how to maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **EYFS** | **KS1** | **LKS2** | **UKS2** |
|  | **Cultural Capital**  | * Visitor Theatre
* Puppet show
* Storyteller
* Library visit
 | * Weston Park and Attingham park – recount opportunities / story settings
* Author visit
* World Book Day
 | * Visit to
* Theatre visit
* Author visits
* World Book Day
 | * Visit to
* Author visits
* World Book Day
 |