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| **Writing Overview Coverage – Genres** | | | | | | |
| **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Narratives**  Traditional and fairy tales  Stories with predictable and  patterned language  Stories about fantasy worlds  Stories with familiar settings  Character/setting description  **Non-fiction**  Instructions  Labels, lists, captions  Letters  Information texts  Dictionary work  Invitations  Diary Linked to Science  Instructions linked to ICT  Persuasive  Recounts  **Poetry**  Poems on a theme  Using the senses  Pattern and Rhyme | **Narratives**  Traditional Stories  Different stories by the same  author  Stories with familiar settings  Character/setting descriptions  Extended stories/significant  authors  Stories from other cultures  **Non-fiction**  Non-Chronological Instructions  Reports  Information Texts  Recounts  Letters  Invitations  Lists  Instructions  Fact writing  Explanation texts  **Poetry**  Poems on a theme  Using the senses  Pattern and Rhyme | **Narratives**  Stories with familiar settings  Myths and Legends  Adventure and mystery  Dialogue and Plays  Character descriptions  Setting descriptions  **Non-fiction**  Instructions  Information Texts  Authors  Letters/Informal  Information Texts  Reports  Chronological reports  Recounts  **Poetry**  Poems to perform  Shape poetry and  calligrams  Language play | **Narratives**  Stories with a historical setting  Stories which raise issues or  dilemmas  Stories set in an imaginary world  Stories from other cultures  Play scripts  Narratives Writing from different  viewpoints  Character/ settings descriptions  Diaries  **Non-fiction**  Information Texts  Newspapers  Persuasive texts  Explanation texts  Letters Informal letters  Recount  Note writing  Leaflets  **Poetry**  Poems to perform  Creating Images  Exploring form  Language play | **Narratives**  Setting description  Fables Myths and Legends  Stories from other cultures  Film Narrative  Play scripts  Diary Writing  **Non-fiction**  Instructions  Significant Authors  Reports  Explanation  Recounts  Persuasion  Letters  **Poetry**  Poetic Style  Narrative Poetry  Performance Poetry | **Narratives**  Stories with flashbacks  Reading and Writing  Narrative  Description/setting writing  Diary  Genres dependant on  transition activities and  summer term project.  **Non-fiction**  Autobiographies/biographies  Journalistic texts - newspapers  Arguments  Reading and Writing Authors  and Texts  Formal/ Impersonal writing  Letters – formal/informal  persuasive  Recounts  Non chronological reports  **Poetry**  Power of Imagery  Narrative poetry  Finding a voice  Reading Poetry |

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|  | **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. |

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|  |  | **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 |