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Genre Coverage

Genres are revisited throughout the curriculum to allow pupils to apply and refine their knowledge of audience, purpose, vocabulary, grammar, punctuation and text structure. Progression is achieved through increasing complexity, independence and authorial choice rather than the introduction of entirely new genres.

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Stories	Tiddler Rainbow Fish Tropical Terry Leaf Man Percy the Park Keeper Stick Man Dear Santa Hattie Peck Dora's Eggs Supertato Handa's Surprise Handa's Noisy Night Pirate Pete and his Smelly Feet Princess Mirrorbelle The Princess and the Wizard	Alan's Big Scary Teeth Noah's Ark Brown Bear, Brown Bear, What Do You See? Up and Down The Jolly Christmas Postman George and the Dragon The Reluctant Dragon Stop That Dinosaur! I Am Not the Easter Bunny! Traction Man The Forever Bear Dogger The Teddy Robber There's a Tiger in the Garden Oliver's Fruit Salad	Where the Wild Things Are The Bear and the Piano Katie in London Baby Brains The Pirates Next Door	Stone Age Boy Coming Home Character descriptions Setting descriptions	Spy Master I Survived Vesuvius The Explorer	Beowulf Kensuke's Kingdom Odd and the Frost Giants Cogheart Clockwork	Pig Heart Boy Goodnight Mister Tom Character and setting descriptions
	Adventure	Snail and the Whale Pirates Next Door Pirate Pat The Night Pirates Zog			This Morning I Met a Whale	The Explorer	Beowulf Kensuke's Kingdom	Darwin's Dragons Short story writing
	Mystery						Cogheart Clockwork Narrative with suspense	Skellig
	Trad. Tales, Myths and Legends	Little Red Hen The Green Hen Jack and the Beanstalk	Goldilocks and the Three Bears Jack and the Beanstalk	Cinderella Penguin (alternative trad. tale)	The Egyptian Cinderella		Odd and the Frost Giants (mythological narrative)	

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Poetry		Poetry Basket, nursery rhymes and repetitive poems	Rhymes and performance poetry	The Owl and the Pussy Cat Dear Earth Pirate Poems	Light	Winter's Child Rainforest Poetry	Narrative Poetry	Ode
Non-Fiction	Recount	*Practical/verbal experiences:* retelling experiences, class events, visits	Simple oral and written recounts linked to class events and experiences	Samuel Pepys diary	Far From Home diary	Mount Vesuvius News Report Rosa Parks Diary Boudicca Letter	Newspaper reports	Cameron's diary Syms' diary Newspaper reports Evacuation letters (depending on purpose)
	Instructions	*Practical/verbal experiences:* Healthy living activities, cooking activities, classroom routines	How to Look After a Dinosaur Sam Plants a Sunflower	Zog Man on the Moon	Christmas Crafts Making a Healthy Snack	Tudor Biscuits	Neil Gaimen	
	Explanation				Industrial Revolution	Digestive System and Teeth	Who Let the Gods Out?	Circulatory system
	Info. Report	Non-fiction seaside books Emergency services texts Healthy living texts Non-fiction animals and plants Non-fiction Africa texts Inside a Castle Other castle non-fiction texts	Welcome to the Circus Information Writing about Knights and Castles Information Writing about Dinosaurs	Penguins Captain Scott Expedition Amazon Rainforest Blackbeard	Stonehenge Secrets of Stonehenge Being Healthy	Rainforest Animals	Non-chronological report (Invaders and Settlers)	Adaptations of animals
	Persuasion			The Great Kapok Tree	Should Whales be Kept in Captivity?	The Vanishing Rainforest	Complaint letters Argument writing Persuasive writing	Persuasive reports Debate about improving Shrewsbury
	Discussion							Debate: Improving Shrewsbury

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Contexts for Writing		To write simple phrases and sentences that can be read by themselves and others in meaningful contexts.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write poetry. To say out loud what they are going to write about and compose sentences orally before writing.	As Year 1 and: To write for a range of purposes including narratives, poetry, real events and non-fiction.	As previous years and: To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	As previous years and: To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	As previous years and: To note and develop initial ideas, drawing on reading and research where necessary. When writing narratives, to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	As previous years and: To select vocabulary and grammatical structures that reflect the audience, purpose and degree of formality required.
Text Construction	Narrative Structure	To know that stories have a beginning, middle and end. To know how to talk about and sequence events in a story.	To know that narratives tell a story about real or fictional events. To know how to sequence sentences to tell a story in the correct order. To know that stories usually have a beginning, middle and end.	To know that narratives include characters, settings and events. To know how to organise events in a logical sequence. To know that stories should have a clear opening, middle and ending.	To know that settings, characters and plot are created in narratives. To know the key sections of a narrative and begin to include these in their own writing. To know that events in a narrative should build towards a problem or dilemma.	To know how to build suspense to introduce the dilemma. To know the different story sections and include these in their own writing. To know there must be a clear distinction between resolutions and endings.	To know that settings, characters and atmosphere are created in narratives. To know and use techniques to involve the reader. To know how dialogue can be used to convey character and advance the action. To know how a plot can be developed to engage the reader. To know how vocabulary and description can build atmosphere.	To know how narrative structures can be adapted for different purposes and audiences. To know how dialogue, action and description can be balanced to control pace and interest. To know how authors manipulate character, setting and plot to influence the reader. To know how narrative techniques can be selected deliberately to create a particular effect.

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Text Construction	Non-fiction Structure	To know that writing can be used to share information. To know that information can be recorded through marks, labels and simple sentences. To know that pictures and labels help the reader understand information.	To know that information writing is different from stories. To know that captions explain pictures. To know how to record simple facts. To know that labels, captions and lists can help organise information. To know that information should be clear for the reader.	To know that different types of non-fiction writing have different purposes. To know how to group related information together and organise it into sections. To know that headings can help organise information. To know that non-fiction writing should present information clearly for the reader. To know how lists, labels and simple organisational features can support understanding.	To know the different organisational devices used in non-narrative material and include these in their own writing *(paragraphs, subheadings, topic sentences, bullet points, lists, flow diagrams)*	To know how paragraphs organise ideas around a theme. To know how to organise information logically for the reader. To know how organisational devices help guide the reader through a text.	To know how layout and presentation support the purpose of a text.	To know and use a range of layout devices, such as headings, sub-headings, columns, bullets and tables, to structure texts To know how organisational and layout features can improve clarity, cohesion and reader engagement.
	Paragraphing and Organisation	To know how to share ideas through pictures, marks and simple sentences. To know that writing carries meaning and can be read by themselves and others	To know how to group ideas in a sensible order. To know that information can be presented differently depending on its purpose.	To know how to group related ideas together. To know how organisational features can help the reader understand information. To know that different types of writing have different structures.	To know how to organise ideas into sections and begin to use paragraphs to group related material	To know that paragraphs organise each part of a story to indicate a change in place or jump in time. To know how paragraphs can be used to organise ideas around a theme. To know how information can be organised logically for the reader.	To know and use change of place, time and action to structure paragraphs. To know how paragraphs contribute to the overall organisation of a text. To know how ideas can be linked within and across paragraphs. To know how organisational and layout features support the reader.	To know how to organise and structure writing effectively for different audiences and purposes. To know how the organisation of paragraphs contributes to cohesion across a text. To know how structure can be manipulated to achieve a particular effect on the reader. To know how organisational and layout features can be selected deliberately to improve clarity and impact.

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Text Construction	Cohesion	To know that ideas can be linked through talk. To know how to sequence events in the order that they happened. To know how to use simple joining words such as and when speaking and writing.	To know how to sequence sentences so that ideas make sense to the reader. To know how to use simple joining words, such as and and but, to connect ideas. To know that events should be written in a sensible order.	To know how to link ideas logically across sentences. To know how conjunctions can be used to connect ideas and add detail. To know how to maintain a simple sequence of events for the reader. To know how repeated references to characters, people or objects help the reader follow the text.	To know how to organise ideas into sections to help the reader follow the writing. To know how conjunctions, adverbs and prepositions can be used to express time and cause. To know how related ideas can be grouped together. To know how vocabulary choices can help link ideas within a piece of writing.	To know how paragraphs group ideas around a theme. To know how pronouns and nouns can be used to avoid repetition. To know how fronted adverbials can help link ideas and guide the reader. To know how organisational devices help the reader follow a text.	To know conjunctions within paragraphs build cohesion. To know how to use adverbials, pronouns and synonyms to link ideas within paragraphs. To know how to link ideas across paragraphs.	To know a range of cohesive devices to link ideas across paragraphs To know how repetition, ellipsis, adverbials and grammatical connections can build cohesion across a text. To know how cohesive devices support clarity, organisation and reader understanding. To know how cohesion can be adapted to suit audience, purpose and text type.
	Audience and purpose	To know that writing can communicate ideas, messages and information to others.	To know that writing can be created for different reasons, such as telling a story or sharing information.	To know that the purpose of writing influences what is included. To know that vocabulary and content can be chosen to suit the reader.	To know that different forms of writing are written for different audiences and purposes. To know how to choose content and vocabulary appropriate to the purpose of the writing. To know that writers make choices to help the reader understand and enjoy a text.	To know how to identify the audience and purpose of writing and reflect these choices in planning. To know that language and organisational choices can help meet the needs of the reader	To know how audience and purpose influence vocabulary, grammar and organisation. To know how to adapt language choices to suit different readers and writing contexts. To know how writing can be shaped to engage, inform, entertain or persuade.	To know how to manipulate vocabulary, grammar and formality to suit audience and purpose. To know how to evaluate whether writing has achieved its intended effect on the reader. To know how to adapt writing for different genres, audiences and levels of formality.

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Planning Writing	Core Knowledge	To know a sentence is one complete idea. To know how to rehearse an idea out loud before writing.	To know a sentence is one complete idea. To know how to structure an idea into a sentence and rehearse it out loud before writing. To know where a sentence starts and ends.	To know how to discuss and record ideas in different ways. To know how to improve sentences orally, progressively building in a varied and rich vocabulary. To know different sentence types and plan how to use them in writing.	To know how to develop the use of vocabulary, planning to use it for effect in writing. To know and plan to use a range of age-related grammatical features (see grammar progression doc). To know how to draw on what has been read in books to improve own work.	To know how to identify the audience and purpose for writing and plan accordingly To know how to develop the use of vocabulary, planning specifically for its use in writing. To know and plan to use a range of age-related grammatical features (see grammar progression doc), choosing them for effect. To know how to draw on and develop what has been read in books to improve own work.	To know how to make notes, develop ideas and draw on reading and research when planning writing. To know how to plan specifically for the use of a range of vocabulary in writing, choosing it carefully for effect and impact. To know and plan to use a range of age-related grammatical features (see grammar progression doc), choosing them for effect. To know how to plan for cohesion in writing, thinking carefully about structure and building towards an end goal. To know how to draw on and develop what has been read in books to improve own work.	To know how to plan specifically for the use of a range of vocabulary in writing, choosing it carefully for effect and impact. To know and plan to use a range of age-related grammatical features (see grammar progression doc), choosing them for effect. To know how to plan for cohesion, formality, audience and purpose throughout a piece of writing. To know how to draw on reading and other authors as models for their own writing.

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Drafting Writing	Core Knowledge	To know how to plan what to write using story maps, pictures and Talk for Writing. To know how to re-read work to check that it makes sense.	To know how to plan what to write using story maps, pictures and words, Talk for Writing and story mountains. To know how to sequence sentences to form short narratives. To know how to re-read work to check that it makes sense.	To know to write down ideas and/or key words, including new vocabulary, to inform and develop writing. To know how to encapsulate what they want to say, sentence by sentence, checking for clarity and accuracy when re-reading work.	To know that settings, characters and plot are created in narratives. To know how to organise ideas into sections and begin to use paragraphs to group related material. To know the key sections of a narrative and begin to include these in their own writing. To know the different organisational devices used in non-narrative material and include these in their own writing: *(Group related ideas /facts into paragraphs. Subheadings to introduce sections /paragraphs. Topic sentences to introduce paragraphs. Lists of steps to be taken. Bullet points for facts. Flow diagrams).* To know how to extend the use of vocabulary.	To know how to use a range of planning tools, choosing the method most relevant to the writing context. To know that paragraphs organise each part of a story to indicate a change in place or jump in time, checking for the accurate use of these in writing. To know how to build in suspense to introduce the dilemma. To know the different story sections and include these in their own writing: *(Introduction -should include detailed description of setting or characters. Build-up - build in some suspense towards the problem or dilemma. Problem / Dilemma - include detail of actions / dialogue. Resolution - should link with the problem. Ending - clear ending should link back to the start, show how the character is feeling, how the character or*	To know and select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To know and use literary features: *figurative language (including similes, metaphors and personification)* To know and use a variety of clause and sentence types *(relative clauses, complex sentences, expanded noun phrases, use of parenthesis).* To know conjunctions, adverbials and pronouns can be used to build cohesion within and across paragraphs. To know and use change of place, time and action to structure paragraphs. To know how to link ideas across paragraphs.	To know that manipulating grammar and vocabulary, controls levels of formality. To know how to select structures appropriate to formal and informal contexts. To know that integrating dialogue helps to convey character and advance the action. To know and build in literary features to create effects *(alliteration, onomatopoeia, figurative language, triplets, oxymoron, rhetorical questions).* To know a range of cohesive devices to link ideas across paragraphs: semantic cohesion *(e.g. repetition of a word or phrase)* grammatical connections *(e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence)*, and ellipsis. To know and use a range of layout devices, such as headings, sub-headings,

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						situation has changed from the beginning.) To know there must be a clear distinction between resolutions and endings. To know endings should include reflection on events or the characters. To know the different organisational devices used in non-narrative material and include these in their own writing: *(Paragraphs to organise ideas around a theme / Logical organisation).* To know how to identify the audience and purpose of writing and reflect these choices in planning.	To know that settings, characters and atmosphere are created in narratives. To know and use a variety of text layouts appropriate to purpose. To know and use a range of techniques to involve the reader *(starting with dialogue, unusual narrative voice, raising questions).* To know how audience and purpose influence vocabulary, grammar and organisation	columns, bullets, or tables, to structure texts. To know how to manipulate vocabulary, grammar and formality to suit audience and purpose. To know how to evaluate whether writing has achieved its intended effect on the reader.

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Editing Writing	Core Knowledge	To know how to read words aloud to check they are phonetically plausible. To know how to alter these words accordingly to address any misconceptions. To know how to read a simple sentence aloud to check it makes sense.	To know how to re-read work to check that it makes sense. To know how to alter what they have written to address any misconceptions. To know how to respond to simple verbal or written feedback, addressing misconceptions and editing their writing accordingly. To know how to discuss what they have written with the teacher and other pupils, identifying areas for improvement	To know how to use re-reading to check that their writing makes sense. To know how to use re-reading to check that verbs used to indicate time are used correctly and consistently. To know how to use proofreading to check for errors in spelling, grammar and punctuation and begin to address these independently. To know how to respond to simple verbal or written feedback, addressing misconceptions and editing their writing accordingly. To know how to evaluate their writing with the teacher and other pupils.	To know how to assess the effectiveness of their own writing and suggest improvements. To know how to propose changes to grammar and vocabulary to improve writing, including the accurate use of pronouns in sentences. To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently. To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.	To know how to assess the effectiveness of their own writing and make improvements independently. To know how to propose changes to grammar and vocabulary to improve writing, relevant to the grammatical features outlined in the grammar progression document. To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently. To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.	To know how to assess the effectiveness of their own and others' writing and make improvements independently. To know how to check for and ensure the consistent and correct use of tense throughout a piece of writing. To know how to check for and ensure correct subject and verb agreement when using singular and plural. To know how to propose changes to grammar and vocabulary to improve writing, relevant to the grammatical features outlined in the grammar progression document. To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently. To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly.	To know how to make use of the editing process to help them consider and develop how their writing reflects the audiences and purposes for which it was intended. To know how to amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness. To know how to propose changes to grammar and vocabulary to improve writing, relevant to the grammatical features outlined in the grammar progression document. To know how to use proofreading to check for errors in spelling, grammar and punctuation and address these independently. To know how to respond to verbal or written feedback, addressing misconceptions and editing their writing accordingly. To know how to evaluate whether writing has achieved its intended effect on the reader and edit accordingly. To know how to distinguish between the language of speech and writing and choose the appropriate register when editing.

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Performing Writing	Core knowledge	To know how to read their own work out loud.	To know how to read their own work out loud and discuss what they have written with the teacher or other pupils.	To know how to read aloud what they have written with appropriate intonation to make the meaning clear.	To know how to read their own writing aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.	To know how to read their own work aloud to an audience, using expression, tone and movement so that meaning is clear.	To know how to perform their own compositions, using appropriate intonation, volume and movement to engage an audience and make meaning clear.	To know how to publish and perform their own compositions, adapting their performance to suit different genres, audiences and purposes.
Publishing Writing	Core knowledge	To know that writing can be shared with others. To know how to talk about their writing with adults and peers. To know that writing can be displayed and celebrated.	To know how to present writing so that it can be read by others. To know that published writing should be clear and meaningful for the reader. To know how to share completed pieces of writing with others.	To know how to publish simple pieces of writing for a chosen purpose. To know how presentation and organisation help a reader understand writing. To know how to improve the appearance of writing before sharing it with others.	To know how to present writing using appropriate organisational features. To know how published work should be clear, accurate and easy for the reader to follow. To know how presentation can support the purpose of a text.	To know how to select appropriate presentation features to support the reader. To know how organisational devices contribute to the effectiveness of published writing. To know how to present completed writing appropriately for different purposes.	To know how to publish writing using appropriate organisational and layout features. To know how presentation choices can improve clarity and organisation for the reader. To know how published writing should reflect its audience and purpose.	To know how to publish writing effectively for different audiences and purposes. To know how layout, organisation and presentation can enhance clarity and impact. To know how to select publishing and presentation features appropriate to different genres. To know how to present finished writing professionally, reflecting audience, purpose and formality.