



St Luke's Writing Genre Coverage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Narratives:</p> <p>Traditional tales and fairy tales. (Write own versions of traditional tale using patterned language/ phrases taken from traditional tales).</p> <p>Stories with predictable and patterned language.</p> <p>Stories about fantasy worlds.</p> <p>Stories with familiar settings.</p> <p>Character/setting description.</p> <p>Stories based on personal experience</p>	<p>Narratives:</p> <p>Traditional Stories.</p> <p>Different stories by the same author.</p> <p>Stories with familiar settings.</p> <p>Character/setting descriptions.</p> <p>Extended stories/significant authors.</p> <p>Stories from other cultures.</p> <p>Myths and legends (creation stories).</p>	<p>Narratives:</p> <p>Stories with familiar settings – fables/traditional. Writing alternative version from character's perspective. Write new fable to convey a moral.</p> <p>Myths and Legends.</p> <p>Adventure stories.</p> <p>Dialogue and Plays – writing and performing a play.</p> <p>Character descriptions.</p> <p>Setting descriptions.</p>	<p>Narratives:</p> <p>Stories with a historical setting – autobiographical story/account.</p> <p>Stories which raise issues or dilemmas.</p> <p>Stories set in an imaginary world.</p> <p>Stories from other cultures.</p> <p>Play scripts – write and perform play based on familiar story.</p> <p>Narratives Writing from different viewpoints.</p> <p>Character/ settings descriptions</p> <p>Diaries</p> <p>Greek Myths</p>	<p>Narratives:</p> <p>Narrative Texts</p> <p>Setting description</p> <p>Fables/ Myths and Legends</p> <p>Stories from other cultures</p> <p>Film Narrative</p> <p>Play scripts</p> <p>Diary Writing</p> <p>Suspense and mystery.</p> <p>Writing in the style of an author. Take plot and theme and write own contemporary version.</p>	<p>Narratives:</p> <p>Narrative genres. E.g. range of short stories conveying different genres or stories in which genre changes from one paragraph to the next.</p> <p>Stories with flashbacks.</p> <p>Creating setting, atmosphere and characterisation (including speech).</p> <p>Story in the style of an author.</p> <p>Reading and Writing Narrative. E.g. explore extended Narrative or shorter narratives on similar theme. Autobiographical stories developing narrative techniques.</p> <p>Description/setting writing</p> <p>Diary.</p> <p>Play scripts.</p> <p>Fables/ Myths and legends</p>
<p>Non – Fiction:</p> <p>Instructions.</p> <p>Labels, lists, captions.</p> <p>Non-chronological report.</p> <p>Information texts/leaflets.</p> <p>Invitations.</p> <p>Diary Linked to Science.</p> <p>Instructions linked to ICT.</p> <p>Personal Recounts.</p> <p>Explanations – Science draw illustrations and explain a process e.g. from caterpillar to butterfly.</p>	<p>Non-Fiction:</p> <p>Reports. E.g. (information on a subject, sorting and categorising).</p> <p>Instructions</p> <p>Information Text-s</p> <p>Historical Recounts</p> <p>Letters</p> <p>Invitations</p> <p>Lists</p> <p>Fact writing</p> <p>Explanation texts e.g. a simple flowchart or cyclical diagram of frog life cycle.</p>	<p>Non-Fiction:</p> <p>Instructions</p> <p>Information Texts</p> <p>Letters/Informal – persuasive letter writing.</p> <p>Reports – note taking on information texts on a subject – using spider diagram to present this information.</p> <p>Recount – news/sports commentary.</p> <p>Explanation texts – flowcharts to support written explanation of process.</p>	<p>Non-Fiction:</p> <p>Information Texts</p> <p>Newspapers</p> <p>Persuasive texts e.g Assemble and sequence points in order to plan the presentation of a point of view, using images, visual aids to make the view more convincing.</p> <p>Explanation texts e.g. create flowchart explain how to use an object in impersonal style.</p> <p>Letters Informal</p> <p>letters Recount</p> <p>Note writing</p> <p>Leaflets</p>	<p>Non-Fiction:</p> <p>Instructions – with clear introduction and conclusion.</p> <p>Significant Authors</p> <p>Reports – e.g. write report in style of information leaflet comparing two or more subjects.</p> <p>Explanation texts – links to topic.</p> <p>Recounts – biographical account based on research.</p> <p>Persuasion Letters.</p> <p>Discussion text. Write balanced argument.</p>	<p>Non-Fiction:</p> <p>Recount – from different viewpoints. Autobiographies/biographies</p> <p>Journalistic texts – newspapers report, eye-witness report.</p> <p>Arguments</p> <p>Reading and Writing Authors and Texts</p> <p>Formal/ Impersonal writing</p> <p>Letters – formal/informal</p> <p>Persuasive writing – construct argument, present and evaluate it.</p> <p>Non chronological reports</p> <p>Discussion texts – debating skills. Report and evaluate differing opinions.</p> <p>Explanation texts – Science – report finding and conclusions and explain trust in results.</p> <p>Report writing.</p>



St Luke's Writing Genre Coverage

			Discussion		
Poetry: Poems on a theme. Poetry on the senses. Pattern and Rhyme. Performing poems. Personal response to a poem.	Poetry: Calligrams. Rhyming couplets. Performing poems. Personal response to a poem. Poems on a theme. Haiku	Poetry: Limerick Tanka Shape poetry / calligrams. Acrostic rap	Poetry: Riddles. Narrative poetry – recite. Write own version. Poems to perform. Exploring form	Poetry: Narrative Poetry. Performance Poetry. Rap Cinquain poems.	Poetry: Narrative poetry. Reading Poetry. Blank verse. Monologues.

Genre coverage in books

- Poetry to be taught one unit per term (2 or 3 units across the year – can be one week units).
- Year group poetry type (in bold) to be covered alongside performance poetry. Teachers can then choose another type from the selection. (Please highlight type chosen: **green – autumn**, **pink – spring**, **blue - summer**).
- Fiction and non-fiction text types **in bold** must be covered (assessed pieces should be based on these genres. Autumn – fiction, Spring – Non-fiction, Summer – Fiction.) Please hi-light genres covered.
- Writing portfolio – each child from Nursery to Year 4 to have a folder in which a piece of work each term (3 pieces throughout the year) will be chosen to show learning journey throughout their time at St. Lukes. Folders to be handed over to new teacher at the end of the academic year.
- First page of new English book for each child must have a photocopy of their best piece of work from last year to set high expectation from the beginning.

Handwriting

Staff to use Letter-join for handwriting practise. <https://www.letterjoin.co.uk/>

Username: saunders password: ness

- Children to record handwriting in the back of their English books.
- Handwriting to be practised minimum three times a week.

Spelling

- Yr 2 – 6 to follow 'No Nonsense Spelling' scheme. (Book available for each year group please see 2019.20 WRITING folder for online version).
- Year 1 to follow separate spelling document see 2019.20 WRITING folder.
- Teaching of spelling rules should be timetabled in for 30 minutes each week and needs to be recorded in green Spelling books.
- Weekly spelling tests should be recorded in Spelling books also and scores each week to be recorded onto spelling spreadsheet (see 2019.20 Writing folder.)



St Luke's Writing Genre Coverage

Planning Writing Grids and Genre Coverage

Depending on the genre, different planning grids may be used to support

Key Stage 1

- Poetry
- Instructions

Week 1	Week 2
Read, explore and plan	Write , edit and perform/make

- Narrative
- Recount
- Letter/Diary Entry
- Non-Chronological Report

Week 1	Week 2	Week 3
Read, explore, drama activities	Planning and short writing to build up skills and grammar	Hot task, edit and publish

Key Stage 2

- Poetry
- Instructions

Week 1	Week 2	Week 3
Read, explore, drama activities	Grammar, vocabulary, features, planning	Writing, editing, performing/making

- Narrative
- Recount
- Letter/Diary Entry
- Non-Chronological Report
- Explanation
- Persuasion
- Discussion

Week 1	Week 2	Week 3	Week 4
Read, explore, drama activities	WMG, grammar, short writing tasks, vocabulary development	Planning, and drafting	Hot task, editing and publishing

*length of writing units is flexible to the genre you are writing, the grids are meant to provide guidance where needed.