



Writing genres curriculum progression from Reception to Year 6

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Narrative	<p>To understand that stories have different characters in.</p> <p>To write phonetically plausible short sentences that can be decoded by an adult.</p> <p>To demark sentences with a capital letter and a full stop.</p> <p>To use familiar story language in writing.</p>	<p>To write simple sentences with repeated and predictable phrases to support structure.</p> <p>To write a simple three part narrative (beginning, middle, end).</p> <p>To write own version of a familiar story using simple sentences and sentences with conjunctions.</p>	<p>To write a re-telling of a traditional story and to use a familiar story as a model to write a new story.</p> <p>To write a myth based on a story read before.</p> <p>To write stories with a five part structure: beginning, build up, problem, resolution and ending.</p>	<p>To write a new fable to convey a moral.</p> <p>To write an alternative version of a traditional fairy tale.</p> <p>To write an adventure story focussing on plot.</p>	<p>To write a Greek myth focusing on effective characterisation.</p> <p>To link dialogue to effective characterisation, interweaving speech and action.</p> <p>To write using a personal experience as a story theme, in an autobiographical style.</p>	<p>To reflect on a main character of a legend from different viewpoints.</p> <p>To retell a story from several different perspectives.</p> <p>To develop skills of atmosphere building.</p> <p>To explore a text in detail in order to mirror the style of an author when writing.</p> <p>To use a theme and plot from a text to create own contemporary version.</p>	<p>To write a range of short stories in different genres.</p> <p>To revisit core skills from narrative writing in previous years to support cohesion, structure and grammar.</p> <p>To write a single extended narrative based on one theme.</p> <p>To develop characterisation, setting description and atmosphere.</p> <p>To edit and redraft a piece of writing.</p>
Playwriting				To write and perform a play based on a familiar story.	To write and perform a play based on a familiar story.		
Recount	<p>To write in the past tense.</p> <p>To write phonetically plausible short sentences that can be decoded by an adult.</p>	To write simple first person recounts based on personal experiences.	<p>To write in the first person in order to re-tell historical events.</p> <p>To use time adverbials to support sequence.</p> <p>To maintain consistency in tense and person.</p>	To write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in engaging ways.	To write a first-person, newspaper-style, recount using historical knowledge	To compose a biographical account based on research.	<p>To write in a role adapting a distinctive voice.</p> <p>To write a biographical recount describing a person from a different perspective.</p>



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Instructions	To write simple instructions based on a practical activity.	Following a practical experience, write up the instructions for a simple task.	To write a series of fiction-based and non-fiction-based instructions, including diagrams.	To write and evaluate a range of instructions, including directions.	To write a set of instructions including a title, 'you will need' and introduction section.	To write a set of detailed instructions with an introduction and conclusion	
Explanation		To draw pictures to illustrate a simple process and write several sentences to support the explanation of the process.	To produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	To create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	To create a flow chart to explain how something new works e.g. an invention. To use note taking to support research. To use an impersonal style when writing	To write an explanation linked to a geographical topic explaining scientific processes.	To report and present findings from a scientific enquiry including conclusions, causal relationships and explanations of and degree of trust in results.
Poetry Rhyming couplets Vocabulary building	To write simple cvc/ccvc/cvcc words that rhyme.	Read, write and perform free verse inspired by different stimuli. To use all five senses to describe. Recite familiar poems by heart.	Read, write and perform free verse inspired by different stimuli. To write own calligram poetry based on single words and shapes.	Read, write and perform free verse. To recite a familiar limerick by heart. To read and write haiku, tanka and kennings. To research and respond to a poet.	Read, write and perform free verse. To read and write riddles.	To read and respond to cinquains. To experiment when writing different types of poetry. To research a particular poet and express a personal response to their poetry. To recite a familiar poem by heart.	To read, write and perform free verse. To mirror and magpie a poets techniques to inspire own writing. To read and respond to famous monologues.
Reports		To write a series of sentences to describe aspects of one topic. To use non-chronological report features when writing.	To assemble information on a subject through research.	To research and use note-taking techniques using information and ICT texts on a chosen subject.	To write own report independently based on research from a range of different sources.	To write a report in the form of an information leaflet in which two or more subjects are compared.	To write a report on a non-fiction subject. To choose the appropriate style and



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			<p>To sort and categorise information; use comparative language to describe and differentiate.</p> <p>To use when, if, that and because to explain how or why something happens.</p>	<p>To use spidergrams to help organise information.</p>			<p>form of writing to suit the purpose and audience.</p> <p>To use prior knowledge of non-fiction text types to support writing.</p>
Persuasion			<p>To write a series of sentences, on the same topic, using persuasive vocabulary.</p> <p>To use commas to separate a list of ideas.</p> <p>To use a simple introduction and conclusion to a persuasive argument.</p>	<p>To present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader</p>	<p>To assemble and sequence points in order to plan a presentation on one point of view.</p> <p>To use graphs and diagrams to support one point of view</p>	<p>To show a through range of writing and understanding of how persuasive writing can be adapted for different purposes and audiences.</p>	<p>To write a report on a non-fiction subject.</p> <p>To choose the appropriate style and form of writing to suit the purpose and audience.</p> <p>To use prior knowledge of non-fiction text types to support writing.</p>
Discussion					<p>To consider different sides to an argument.</p> <p>To decide on the course of action that should be taken from different sides.</p> <p>To summarise reasons from different sides of an argument.</p>	<p>To write a balanced discussion.</p> <p>To present two sides of an argument following a debate.</p>	<p>To take part in a debate.</p> <p>To follow up a debate with a write-up which presents and evaluates the opinions of different viewpoints.</p>