



## St. Benet's RC Primary School OVERVIEW OF WRITING GENRES

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Previous learning to be immediately revised and applied across the curriculum repeatedly. These maybe combined on leaflets etc.	Mark making and introduction by practitioner modelling of writing for a range of purposes.	Captions, lists, labels, simple sentences.	Short description, retell with substitution, information, recount.	Simple 5 part stories based on known stories, recount, letter, diary, information, instruction.	Story, recount, information, recount, diary, letter, information, explanation, newspaper report, summary.	Story, explanation, recount, information, recount, diary, letter, information, explanation, newspaper reports and editorials, summary, comparisons.	Story, explanation, recount, information, recount, diary, letter, information, explanation, newspaper reports and editorials, summary, comparisons.
<b>New genre that must be embedded by end of year. Additional types of writing can be included but are not the priority.</b>	write own name lists labels simple sentence	<ul style="list-style-type: none"> <li>short description (narrative) -traditional tales -stories by the same author -stories with repetitive pattern</li> <li>simple substitutions in a story</li> <li>non-chronological report (Information writing)</li> <li>retell/ recount a story or an event</li> </ul>	<ul style="list-style-type: none"> <li>narrative –inventing stories from a known structure -traditional tales with a twist -adventure stories</li> <li>using 5 part story structure</li> <li>personal/historical recount - letter/ diary</li> <li>non-chronological report (Information writing)</li> <li>writing to instruct</li> </ul>	<ul style="list-style-type: none"> <li>narrative (quest, wishing or warning story)</li> <li>narrative (alternative point of view)</li> <li>recount</li> <li>newspaper report</li> <li>summary of reading</li> </ul>	<ul style="list-style-type: none"> <li>narrative (moral dilemma, different time periods)</li> <li>myths and legends</li> <li>discussion (comparison)</li> <li>persuasion</li> <li>explanation</li> </ul>	<ul style="list-style-type: none"> <li>narrative - using stories to explore writers' techniques (no new story types, use known to develop character and setting – SHOW rather than TELL) -flashback -suspense</li> <li>use further organisational and presentation devices (use previous text types)</li> <li>newspaper reports (editorials)</li> <li>evaluations and comparisons linked to texts</li> </ul>	<ul style="list-style-type: none"> <li>application of all previous learning in a range of circumstances</li> </ul>
<b>Grammar and punctuation elements which must be secure.</b>	More able possible use of capital letters and full stops	Consistent use of: capital letters, full stops, exclamation marks and question marks, joining sentences with and, beginning to use capital letters for proper nouns	Consistent use of: commas in a list, apostrophe for singular possession and contraction, coordination using and/but/or, subordination using e.g. if/when/because, expanded noun phrases, capital letters for proper nouns, past and present tense	Using: a broader range of connectives - time, place and cause, adverbs for manner, time and place, fronted adverbials prepositions, choosing pronouns for clarity, paragraphs, commas to demarcate clauses at the beginning of a sentence , speech marks, possessive apostrophe	Consistent use of: paragraphs, commas to demarcate clauses and fronted adverbial, connectives of time, place, cause, choosing pronouns for clarity, speech marks, possessive apostrophe, use of present perfect form of verbs in contrast to past tense	Using: cohesion within a paragraph, coherence across a text, bullet points, a range of punctuation: brackets, colons, semi colons, dashes, a range of verb forms including modals and passive , relative clauses and expanded noun phrases	Consistent use of: cohesion within a paragraph, coherence across a text, bullet points, a range of punctuation: brackets, colons, semi colons, dashes, a range of verb forms including modals and passive, relative clauses and expanded noun phrases

(Revisit previous year genre types)

## Poetry Overview

	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
	Recite Nursery Rhymes	Collection, list, repeating patterns and descriptive poems.	Observation, senses, alliterative lists and similes.	Rhyming couplets, humorous, question and answer.	Free verse, personification, rhyming patterns	Metaphor, figurative language, other poetic forms	Narrative poetry, other poetic forms.