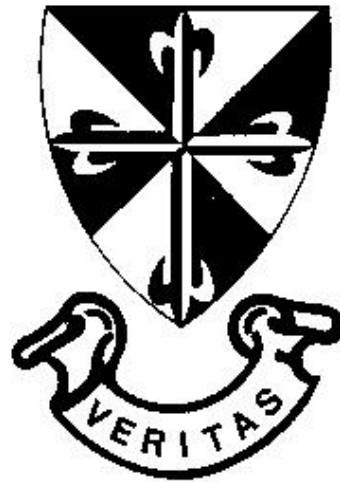


Whole School Writing Genre Overview



English National Curriculum Overview 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
<p>Writing TWS used as stimulus across the year</p> <p>Texts may vary due to children's interests. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus:</p> <p>Nursery Rhymes (Humpty dumpty) (Literacy Shed) Label characters.</p> <p>How to Catch a Star (Wishing tale) (The Write Stuff) Create an I wish picture / make marks.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds. Use initial sounds to label characters/images. Names Labels.</p>	<p>Texts as a Stimulus:</p> <p>The Little Red Hen (Journey story) Sequence the story Speech bubbles</p> <p>Pigs Might Fly (Defeat Monster) (The Write Stuff) Create a wanted poster to catch the wolf</p> <p>Name writing from stories, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for bread.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p>	<p>Texts as a Stimulus:</p> <p>If Sharks Disappeared (Tale of Fear) (The Write Stuff) CVC words/simple sentence writing using high frequency words</p> <p>The Hungry Caterpillar (Cumulative) Labels and simple captions</p> <p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus:</p> <p>The Enormous Turnip Retell parts of the story / repeated refrains / speech bubbles</p> <p>Handa's Surprise (The Write Stuff & Literacy Shed) Describe vegetables and fruits / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus:</p> <p>Lost and Found (Cumulative) Report about finding a friend.</p> <p>Rosie's Walk (Journey story) (The Write Stuff)</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus:</p> <p>The Rainbow Fish (Information Text) (The Write Stuff) Write facts about fish</p> <p>Snail and the Whale Write a postcard (The Write Stuff)</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts as a model for writing own stories. Character description – Rainbow Fish</p> <p>Write three sentences</p>

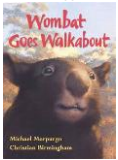





English National Curriculum Overview 23-24



Year 1



Entertain	Inform	Persuade	Discuss
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Being a Geographer		My History		Arctic		Grace Darling		Lives of Significant Individuals		Hot and Cold Places	
Genre	Narrative: Description	Poetry; List Poem	Persuasive Leaflet	Narrative Stories	Narrative Stories	Information text	Traditional tales	Biography	Poetry Patterns and Rhyme	Report	Recount	Narrative
Text	Wombat Goes Walkabout (The Write Stuff) 	On fireworks night (The Write Stuff)	Ice Planet (The write stuff)	Stick Man (Ed Shed) 	The way back home (The Write Stuff) 	Seasons (The Write Stuff)	Pinocchio 	Bold women in Black History (The write stuff)	When I am by Myself (The Write Stuff) 	Toys from the past (The Write Stuff)	Our trip to the woods (The Write Stuff)	Last stop on market street (The Write Stuff) 
Focus	Change the setting to woodland animal goes walkabout	Write a Beach poem	Write a leaflet for a theme park	Character Descriptions	Reinvent the story with the boy and the alien meeting another alien.	Information text about the arctic	Create a different adventure for Pinocchio Different versions of traditional tales	Biography of Grace Darling	Rhyming couplets and words	Report on our favourite toys	Recount our trip to Beamish Travel	Finish the story




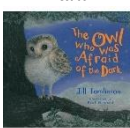

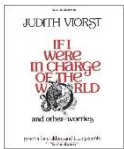


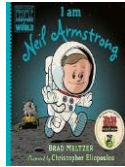
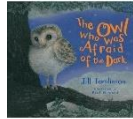

English National Curriculum Overview 23-24



Year 2

Entertain	Inform	Persuade	Discuss
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Human/ physical features using aerial photos		Explorers		The Great Fire of London		Does Every School look like ours?		Islands		Rosa Parks	
Genre	Narrative Traditional Tales with a twist	Non-fiction Postcard	Non-Fiction Questions and answers	Narrative Adventure	Non-Fiction Diary entry	Poetry Free Verse	Genre	Narrative Traditional Tales with a twist	Non-fiction Postcard	Non-Fiction Questions and answers	Narrative Adventure	Non-Fiction Diary entry
Text	Little Red Reading Hood 	Meercat Christmas 	I am Neil Armstrong 	The Owl who was afraid of the Dark 	The Great Fire of London 	If I were in charge of the world 	Text	Little Red Reading Hood 	Meercat Christmas 	I am Neil Armstrong 	The Owl who was afraid of the Dark 	The Great Fire of London 
Focus	Children rewrite the story changing the main character.	Children write their own postcards as the main character.	Children write interview questions and answers on a famous figure.	Children write a continuation of the plot.	Children write a diary entry as Samuel Pepys.	Children write their own 'In Charge of...' poem.	Focus	Children rewrite the story changing the main character.	Children write their own postcards as the main character.	Children write interview questions and answers on a famous figure.	Children write a continuation of the plot.	Children write a diary entry as Samuel Pepys.

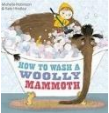



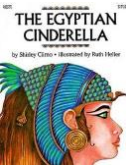



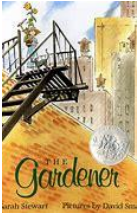
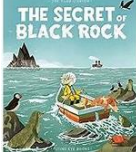
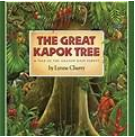
English National Curriculum Overview 23-24



Year 3



Entertain	Inform	Persuade	Discuss
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Stone Age to the Iron Age		Extreme earth		Egyptians		Rivers - the River Nile		Maya		Rainforests	
Genre	Inform: instructions	Narrative: Adventure	Non-fiction	Poetry	Narrative: Traditional Tales with a twist	Non-chronological report	Magazine article	Narrative: suspense	Letter	Narrative: a dventure	Persuasive letter	Newspaper Report
Text	How to wash a woolly mammoth (Plan B) 	Stone Age Boy (Write Stuff) 	Earthquake Robin Jacobs (Write Stuff) 	I asked the boy who couldn't see (Write stuff) 	Egyptian Cinderella (Plan B) 	The street beneath my feet (Write Stuff) 	Climate action (Write Stuff) 	Wolves in the Walls (Write Stuff) 	The Gardener (Write Stuff) 	The Secret of Black Rock Stuff (Write Stuff) 	Kapok Tree 	Rainforests
Focus	Creating a set of instructions	To write their own narrative – including a lot of historical accuracy	A non-chronological report about earth shattering earthquakes	Descriptive poetry	To write my own narrative – sequencing	Non chron report	Persuade for change	Suspense story	A letter to inform	Descriptive setting	Persuade for change	To educate and inform and climate change



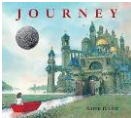

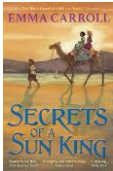




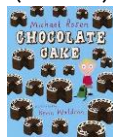


English National Curriculum Overview 23-24



Year 4



Entertain	Inform	Persuade	Discuss
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Stone Age		Earthquakes		The Egyptians		Rivers		Maya		Rainforests	
Genre	Narrative-	Non-Fiction report	Narrative Picture book Story	Narrative Film	Diary Non-fiction	Non-fiction Newspaper report	Poetry	Narrative	Persuasive advert	Chocolate Performance poetry	Mystery narrative	Balanced argument
Text	Charlie and the Chocolate factory (WS) 	Earth shattering events (WS) 	Journey (WS) 	The Present: Short Disney Film (LS+) 	Diary of a Sun-king (WS) 	The Creature (WS) 	The River (WS) 	The boy, the mole, the fox and the horse (WS) 	A Sicilian Holiday brochure (WS) 	Chocolate cake Michael Rosen (Plan bee) 	The Whale Mystery nonfiction book (WS) 	Article- ban on social media for under 13-year olds (WS) 
Focus	Adventure story using description	Informative Non-fiction report	Mystery Using picture book to finish ending	Story from another point of view	Write a Diary entry	Write a Newspaper report	Poetry focusing on metaphors	Continuation of plot	To write a persuasive advert	To write a Performance Poem	Same character different plot	To write a balanced argument




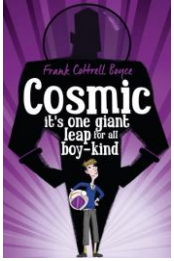
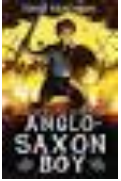
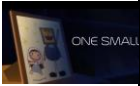



English National Curriculum Overview 23-24



Year 5



Entertain	Inform	Persuade	Discuss
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	Autumn 1			Spring 1		Spring 2		Summer 1		Summer 2	
	WW2			Anglo-Saxons		Invaders and Settlers		Benin		Rivers and Fieldwork	
	Fiction	Non Fiction	Poetry	Non-Fiction	Fiction	Fiction	Non-Fiction	Narrative	Non Fiction	Non Fiction	Non Fiction
Genre	Narrative	Biography	The most dangerous animal in the world	Persuasive Letter	Narrative (Adventure)	Narrative (Science Fiction)	Persuasive Speech	Narrative	Non Chronological Report	Writing to inform – transmission	Balanced argument
Text	Rose Blanche (TWS) 	David Attenborough Biography (TWS)	Poem (TWS)	Kick Mitch Johnson 	The Snowman Raymond Briggs (TWS) 	Cosmic Frank Cottrell Boyce 	Anglosaxon Boy Tony Bradman 	One Small Step Taiko Studios (TWS) 	Emperor Penguins (TWS) 	Mars Transmission 	Screen use (TWS) 
Main Focus	Descriptive	Writing to inform biography. Relative clauses and parenthesis – commas, dashes, brackets	Writing their own poem in this style.	Writing their own persuasive letter.	Writing an alternative story ending for an adventure story	Story from another viewpoint.	Battle speech.	Same characters different viewpoint	Writing their own non-chronological report.	Pupils imagine they are part of the first mission to that planet and become stranded following some disaster. Pupils write a transmission home to be broadcast home.	Writing a balanced argument Commas to avoid ambiguity and contrasting conjunctions.

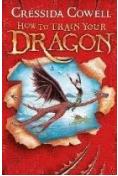

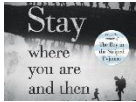


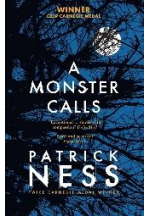

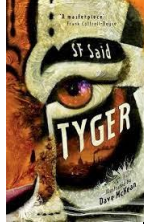
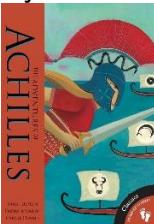
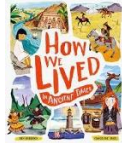
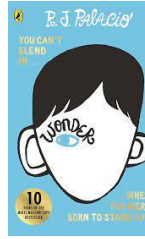
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Year 6



Entertain	Inform	Persuade	Discuss
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	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Vikings		Ecosystems – focusing on Scandinavia		Victorians		Map skills		Ancient Greeks		Fieldwork project.	
Genre	Biography	Narrative : Adventure Story	Narrative Poetry	Newspaper report:	Recount Diary	Narrative: Suspense writing	Narrative:	Balanced Argument	Narrative Myth	Non Fiction: Non Chronological report: Detailed timeline of ancient Greece	Narrative: diary entry	Persuasion: Should Zoos Exist?
Text	How to train a dragon. 	Kensuke kingdom JC 	Stay where you are and then leave 	Stay where you are and then leave 	Street child 	A monster calls JC 	Tyger JC 	Tyger JC 	The Adventures of Achilles 	How We Lived in Ancient Times: Meet everyday children throughout history JC 	Wonder Literacy Shed 	
Focus	Biography on School staff and Auto biography.	Writing own adventure story based on Kensuke kingdom	Armistice poetry	Newspaper	Write a diary from the point of view of Jim Jarvis.	Narrative writing descriptive (suspense)	dystopian adventure story	Should Sats Exist	Using figurative language and narrative styles	Write a report on the history of the Greeks	Writing with shifts of formality.	Persuasive language Formal Language

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