

Writing Genre Map 25-26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Owl Babies The Little Red Hen	Remember, Remember 3 Little Pigs Stick Man The Christmas Story The Family Book	Red Rockets Handa's Surprise Mixed Super worm	The Gruffalo We're Going On A Bear Hunt Goldilocks & the Three Bears Everyone welcome	Errol's Garden The Very Hungry Caterpillar Topsy & Tim Go To The Dentist The Gingerbread Man	Billy's Bucket The Rainbow Fish The Fish Who Could... You Choose
Year 1	Jack and the Beanstalk Traditional Tale Senses Fact File Oi Frog	The Enormous Turnip Traditional Tale Letters to Santa Letter/List Remembrance Day Facts Theatre Visit Character description	The Tiger Who Came To Tea Narrative Invitation writing	Julia Donaldson/Poetry Poems/Books Animal Factfile Explorers Information writing	Zog Story Retell Book Review Trip Recount Instruction Writing How to make a Jam Sandwich	Where the Wild Things Are Story Retell Weather Fact-Files Transition End of Year Poetry
Year 2	A Cloudy Lesson (Literacy shed/visual) Instructions Character profile Dialogue The Way Back Home (The Write Stuff) Adventure story Victorian schools (Literacy shed/visual) Diary Recount	The Owl Who Was Afraid Of The Dark (The Write Stuff) Narrative Excitable Edgar Imagery poem Owls Non-Chronological report	Book of Butterflies (Literacy shed visual) George and the Dragon (The Write Stuff) Legend	The Crow's Tale (The Write Stuff) Fable This is how we do it (The Write Stuff) Letter writing	The Queen's Hat (Literacy Shed visual) King Charles III Biography	Trip to Sealife Centre Recount Leaflet The Lighthouse Keeper's Lunch (The Write Stuff) Narrative
Year 3	Dreamgiver Setting/character Description Diary Entry	Marshmallows (Literacy Shed) Setting Description Non-Chronological Report	Spy Fox Witness interviews Newspaper Reports	The Colour Collector Poetry The Romans Diary of a Roman Soldier	Contre Temps Newspaper Report The Magic Paintbrush Traditional Tale	Tadeo Jones Setting Description Diary Entry

	<p>The Incredible Book Eating Boy Comedy Story</p> <p>Mountains and Volcanoes Information Poster</p>	<p>Stone Age Boy Historical Fiction Story</p> <p>Stone Age to Bronze Age Non-Chronological Report</p>	<p>The Wolves in the Walls Suspense Story</p>		<p>Geography - Settlements Tourism leaflet for Stratford-upon-Avon</p>	<p>The Secret of Black Rock Adventure Story</p> <p>Ancient Egypt Instruction Writing</p>
Year 4	<p>Chocolate Cake Narrative Poem</p> <p>Princess and the Pea Traditional tale</p> <p>You wouldn't want to be a Victorian servant Job advert</p>	<p>Ride of Passage Persuasive Letter</p> <p>Charlie and the chocolate factory Adventure story</p> <p>Digestion Explanation Text</p>	<p>Taking Flight</p> <p>The Iron Man Science Fiction</p>	<p>The Whale Mystery Story</p> <p>Sound Non-Chronological report (ears)</p>	<p>For the Birds Persuasive letter</p> <p>The Boy, The Mole, The Fox and the Horse Narrative</p> <p>The Mayans Non-Chronological report</p>	<p>Teeth Dual perspective narrative</p> <p>Feast Narrative</p> <p>Rivers Blog entry</p>
Year 5	<p>Operative II Letter writing</p> <p>Gorilla Narrative Story</p> <p>Matthew Henson Diary entry</p>	<p>Series of unfortunate events Newspaper report</p> <p>The nowhere emporium Mystery Story</p> <p>Christmas Acrostic poems</p>	<p>Ancient Athens Persuasive advert</p> <p>Cosmic Science Fiction</p>	<p>Macbeth Shakespeare Story</p> <p>Balanced Argument writing</p>	<p>The Vikings Non-Chronological report</p> <p>Rose Blanche Narrative</p> <p>Desert Animals A chosen written report</p>	<p>The Red Scarf Character description</p> <p>The Highwayman Narrative poem</p> <p>D.T. (Pizza) Cooking instructions</p>
Year 6	<p>The Three Little Pigs Character description Witness statement Formal police report</p> <p>The Journey Story</p> <p>Explanation Text</p>	<p>Science - Discursive text</p> <p>Titanium (Literacy Shed) Narrative Account Diary Entry</p> <p>Kensuke's Kingdom Adventure Narrative</p>	<p>The Piano Informal letter</p> <p>A Monster Calls Horror Story</p>	<p>History - Evacuation Evacuation Speech</p> <p>Alma Descriptive setting Narrative with an alternative ending</p> <p>Fictional Animals Non Chronological report</p>	<p>Fiction Photo stimulus story Dialogue to advance the action</p> <p>Non-Fiction Informal Letter</p>	<p>The Firework Maker's Daughter Narrative</p> <p>The Ghosts of Pere la Chaise Descriptive Narrative</p> <p>A Day in the Life of Ranjit Singh Narrative</p>

Progression through genres expectations

	Fiction	Non-Fiction
EYFS	Children will be able to write sentences that can be read back by themselves and others. They may begin to form short narratives of linked sentences. They will create simple noun phrases and may sometimes use adjectives to modify these.	Children will be able to label pictures. They will write simple factual sentences. They will be able to write their own name so it can be read by others.
Year 1	Children will be able to sequence sentences to form short narratives, using traditional tales and stories they know well as the basis for their own writing. They will begin to punctuate their sentences using capital letters and full stops accurately as well as question and exclamation marks. They will compose sentences orally and begin to join clauses using the word 'and'.	Children will begin to look at different non-fiction genres to inspire their own writing including letters, fact-files and invitations. They will caption pictures and write factual sentences demarcated with a capital letter and full stop.
Year 2	Children will begin to plan their writing, using stories that they have heard/read as inspiration and drawing on common features of familiar texts. Children will write different genres of fiction stepping away from traditional tales. They will articulate what they want to write before the begin writing and more accurately form a story orally, sentence by sentence. They will describe characters and settings using expanded noun phrases. Their stories will be written in a consistent tense (present or past). Their sentence structure will be more varied using subordinating and coordinating conjunctions. During and after writing, children will proof-read to check for errors in spelling, grammar, vocabulary and punctuation and will edit using purple pen.	Children will begin to recognise different ways that we can structure a piece of writing for a particular purpose and key features of particular non-fiction genres. They will have an increased understanding of standard English and how this is needed when writing for a particular purpose. They will include a range of sentence types in their writing including questions, statements, exclamations and commands, choosing the appropriate type for the style of writing e.g. commands in instructional texts.
Year 3 and 4	Children will form longer, more complex narratives which are clearly separated into paragraphs linked by topic or theme. They will discuss writing similar to that which they are planning and will learn from its structure grammar and punctuation using these in their own writing. Children will use a more varied and rich vocabulary and an increasing range of sentence structures. They will be able to develop a clear setting, range of characters and plot. They will assess the effectiveness of their own and others writing using purple pen to propose changes to grammar and vocabulary to improve consistency. They will have an increasing impact on the effect that their writing has on the reader. They will continue to write in a range of genres demonstrating how vocabulary changes depending on the theme.	Children will be comfortable writing using different layouts for different purposes. They will be using organisational devices to structure their writing with a developing understanding of the impact on the reader. They will use headings and sub-headings as ways to organise information on a page and may begin to use devices such as bullet points or fact-boxes to help engage the reader. Children will write in more complex non-fiction styles such as blog entries and newspaper reports.
Year 5 and 6	Children will be defining their own writing style and will use the grammatical and compositional elements learnt in previous year groups with increasing confidence and flair and with an awareness of the impact on the reader. They will independently plan their own narratives, identifying key plot points so that their fiction writing is cohesive and well-thought out. They will be able to identify the atmosphere of their writing and intentionally use this to affect the reader. They will use dialogue in more sophisticated ways such as conveying character moods and personalities and advancing the action. To demonstrate their intended effect on the reader they will be able to perform their own compositions using appropriate intonation, volume and movement so that meaning is clear. Children will be able to use a range of punctuation from all year group curriculums in order to demarcate their sentences and avoid ambiguity.	In their non-fiction writing, children will be able to write in a range of styles and adapt their layout and structure to suit particular audiences. They will choose the best layout device for the information being presented including: headings, subheadings, columns, bullet points and tables. They will choose their language carefully with a knowledge of how their vocabulary choice suits their identified audience. Children will be able to identify and choose more formal language when writing certain non-fiction styles and choose sentences in order to inform, engage and persuade the reader.