Webheath Academy Primary school- Writing Genre Progression Overview

Year Group	Fiction	Non-Fiction	Poetry
1	- To write sentences to describe characters - To write stories which mimic the style of an author e.g. repetition language, predictable phrases to entertain - To write stories that use the Language traditional tales. To write stories that use the language of fairy tales - To write narrative in a familiar setting to convey a series of events in structured sentences to inform the reader e.g. diary	- Present information to convey my thoughts and ideas - To write to inform of my thoughts and ideas to a given audience in the style of an informal letter - To write a recount using structured sentences which are organised to inform - To write a set of instructions using a sequence of commands to inform - To write lists, labels and captions to inform the reader on a given subject - To present information so it makes sense to the reader	- To write a humorous poem to entertain - To write poems with pattern and rhyme to entertain
	Fiction	**Non-Fiction**	**Poetry**
2	- To write narrative set in a familiar settings which children have experienced in structured sequential sentences to entertain - To write a narrative diary/ journal in first person sequencing events chronologically to inform - To write an alternative story that use the language of fairy tales to entertain - To write descriptions of imaginary settings	- To find information and present a - non-chronological report - To use lists to inform - To use headings, captions and labels to inform and guide the reader on a given subject - To use an informal tone to communicate thoughts, ideas and opinions to a familiar audience e.g. postcards, letter to inform the reader - To write a set of instructions using a sequence of commands to inform - To organise information into suitable categories and present in an orderly way	- Write poems that use pattern, rhyme and description to entertain - To write nonsense poems and limericks to entertain - To write poems that mimic significant authors to entertain

		• To write a recount to inform using structured sentences which are sequenced to guide the reader	
	Fiction	**Non-Fiction**	**Poetry**
3	• To write a narrative inspired by reading across the curriculum to entertain. • To write narrative set in a historical setting to inform the reader of a sense of period • Create characters, settings and plots to entertain • To write narratives set in a familiar setting using a range of descriptive phrases to entertain • To begin to use some figurative language e.g. simile and metaphor • To write a diary in first person conveying thoughts and actions of character to inform • To write an adventure story to entertain • To write a mythical story to entertain	• To write a recount of events using sequenced paragraphs to guide the reader • To write a non-chronological report where ideas are grouped and organised to inform • To use organisational devices such as headings, sub-headings to guide the reader • To write a letter using appropriate tone, grammar and punctuation • To write persuasively • To write explanations to inform • To write a set of instructions using a series of sequential commands which use the appropriate grammar and tone to inform a given audience	• Learn by heart and perform a significant poem • Write haiku to entertain • Write cinquain to entertain • Write poems that convey an image (simile, word play, rhyme and metaphor) to entertain
	Fiction	**Non-Fiction**	**Poetry**
4	• Write stories that contain mythical, legendary or historical characters or events to entertain. • To write an adventure story beginning to use techniques to build suspense to entertain • Create characters, settings and plots using a range of sentences to engage the reader and create imagery	• To prepare and write a script for a chosen purpose and audience • To write a set of instructions using a series of sequential commands which use the appropriate grammar and tone Nto inform a given audience • To write an explanation to inform the reader using a series of organised paragraphs	• Further explore poetry and learn by heart • Recognise some different forms of poetry by their features • To write free verse poetry for performance to entertain • Perform poetry demonstrating an awareness of intonation, tone, volume and action to engage the listener

	Fiction	Non-Fiction	Poetry
	• To write stories using devices to build tension and suspense to entertain • To write a diary in first person conveying thoughts, actions and emotion of character to inform the reader	• To write a non-chronological report where ideas are grouped and in organised paragraphs to inform • To use a range of organisational features to present information and guide the reader • To write an argument using features identified through reading to persuade • To write in a journalistic style to inform	
5	• To write a diary/ memoir in first person using appropriate form and features to inform • To write character and setting descriptions which create vivid imagery to entertain • To write stories where descriptions of character, settings and atmosphere advances drawing on techniques of authors to entertain • Write stories that contain historical characters and events which draw on language and aspects of period to inform and entertain • To write moral or ethical stories to entertain	• To write a non- chronological report where ideas are organised into • cohesive paragraphs to inform • To use a wider range of organisational devices and structure techniques to guide the reader e.g. underlining, bullet points, headings • To write letter considering the formality and purpose to inform a specific audience • Write persuasively using appropriate form for a given purpose and audience • To write formally to inform • To prepare and write a script to inform which demonstrates awareness of purpose and audience through language choice and form	• Perform poetry demonstrating an awareness of intonation, tone, volume and action with an audience in mind to engage the listener • To learn a wider range of poetry by heart • Make comparisons between • different poetry forms
	Fiction	Non- Fiction	Poetry
6	• To write stories where descriptions of character, settings and atmosphere	• To write a non- chronological report where ideas are organised in and across cohesive paragraphs to inform	• Write poems that convey imagery (simile, word play, rhyme and metaphor) to entertain

advances drawing on techniques of authors to entertain • To write descriptions of character and setting using figurative language for purposeful effect to entertain • To write a narrative, letters and biographies which are inspired from across the curriculum to inform and entertain • To write a diary in first person recounting an event using appropriate form and features to • convey the a specific perspective of the time to inform • To write stories with mystery and suspense drawing on techniques of authors to entertain • To write adventure stories drawing on techniques of authors for effect • To entertain	• To use further organisational devices and presentational devices to structure text and guide the reader • To write persuasively effectively choosing levels of formality and language for a specified audience • To write a letter to inform which considers purpose and audience through choice of language and form • To write an argument using techniques with the intention to • draw the reader to an informed opinion	• To recognise different forms of poetry and identify their features • To explore and draw upon poetic techniques to create poetry • To learn by heart a significant poem and perform demonstrating effective intonation, tone, volume and action to engage the listener