

## Genre Progression

	EYFS	1	2	3	4	5	6
<b>FICTION:</b>							
<b>Stories</b>	<p>Range of stories including 'fantasy' and 'adventure'</p> <ul style="list-style-type: none"> <li>- Tell the story and re-tell using story maps</li> <li>- Role play and drama</li> <li>- Author/illustrator knowledge</li> </ul>	<p>Focus on certain parts of a story</p> <ul style="list-style-type: none"> <li>- Alternative endings</li> <li>- Include a setting description</li> </ul>	<p>Write a full story with three parts</p> <ul style="list-style-type: none"> <li>- Beginning, middle, ending</li> <li>- Stories based on a story that they have already read</li> <li>- Reinvent the story, changing small elements</li> </ul>	<p>Write a full story with five parts</p> <ul style="list-style-type: none"> <li>- Beginning, build up, resolution, ending</li> <li>- Adventure story</li> <li>- Change 1 aspect from each part of story</li> <li>- Include a character description</li> </ul>	<p>Focus on certain elements of a story and adding in extra information</p> <ul style="list-style-type: none"> <li>- Setting descriptions in the style of different authors</li> <li>- Dialogue into a story in a meaningful way</li> <li>- Changing settings</li> <li>- Creating mood (intro)</li> </ul>	<p>Focus on certain elements of a story and adding in extra information</p> <ul style="list-style-type: none"> <li>- Characterisation-on</li> <li>- Descriptions</li> <li>- Suspense</li> <li>- Developing writing through action</li> <li>- Dialogue into a story to advance the narrative</li> </ul>	<p>Write a story with five parts</p> <ul style="list-style-type: none"> <li>- Incorporate all elements from Y4 and 5</li> <li>- Use the techniques that authors use to create characters, settings and plots.</li> <li>- Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>- Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
<b>Descriptions</b>		<ul style="list-style-type: none"> <li>- Character appearance and use of modelled adjectives</li> <li>- Senses what they can see about their character</li> </ul>	<ul style="list-style-type: none"> <li>- Setting descriptions (use of expanded noun phrases)</li> <li>- Setting that we have learnt about in a book</li> </ul>	<ul style="list-style-type: none"> <li>- Character: learn about a character in a book and then create own character (use of expanded noun phrases)</li> </ul>	<ul style="list-style-type: none"> <li>- Character: wrote about a character that they already know (reading skill - picking out key information)</li> </ul>	<ul style="list-style-type: none"> <li>- Character - look at a character they know and then create their own character</li> <li>- Setting - figurative</li> </ul>	<ul style="list-style-type: none"> <li>- Character - look at the character that you already know and develop understanding of this (use all</li> </ul>

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		<ul style="list-style-type: none"> <li>- Describe what a character is like</li> <li>- <b>Setting</b> - setting that we have experienced</li> </ul>	<ul style="list-style-type: none"> <li>- Senses - what we can see and what we can hear</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Setting</b> - what they can hear and what they can see</li> <li>- Develop using similes and synonyms</li> </ul>	<ul style="list-style-type: none"> <li>about a character - language style of the author)</li> <li>- <b>Setting</b> - all senses</li> <li>- Create own setting</li> </ul>	<ul style="list-style-type: none"> <li>language and sustaining metaphor</li> </ul>	<ul style="list-style-type: none"> <li>skills to develop cohesion)</li> <li>- <b>Setting</b> - use of figurative language</li> </ul>
<b>Traditional Tales</b>	<b>Reading and familiarising with Traditional Tales</b> <ul style="list-style-type: none"> <li>- Over reading well-known tales so that the children begin to join in with phrases</li> </ul>	<b>Retelling a Traditional Tale</b> <ul style="list-style-type: none"> <li>- Features: animal stories and things in 3's</li> <li>- Focus on bad characters</li> <li>- Focus on once upon a time and happily ever after.</li> <li>- Write narrative with events in the correct order</li> </ul>	<b>Less known Traditional Tale</b> <p style="text-align: center;"><b>Fairy Tale</b></p> <ul style="list-style-type: none"> <li>- Cinderella</li> <li>- Snow White</li> </ul>	<b>Alternative version of Fairy Tale</b> <ul style="list-style-type: none"> <li>- Egyptian Cinderella</li> </ul>	<b>Alternative version of Traditional Tale</b> <ul style="list-style-type: none"> <li>- E.g. Roald Dahl's ' Revolting Rhymes'</li> </ul>	<b>Retelling a Traditional/ Fairy Tale from another viewpoint</b>	<b>Bias and Stereotypes within Traditional / Fairy Tales</b>
<b>Poetry</b>	<b>Nursery rhymes</b> <ul style="list-style-type: none"> <li>- Learn and sing by heart</li> <li>- Rhymes including Phase 1 phonics rhyming words</li> </ul>	<b>Rhyming Poems</b> <ul style="list-style-type: none"> <li>- Learning a rhyming poem (not nursery) by heart</li> <li>- Rhyming- rhyming strings.</li> </ul>	<b>Rhyming Poems</b> <ul style="list-style-type: none"> <li>- How has the poem been written? (verses/ lines?)</li> <li>- Rhythm and rhyme</li> </ul>	<b>Shape poems</b> <ul style="list-style-type: none"> <li>- Alliteration</li> </ul> <p style="text-align: center;"><b>Cinquain</b></p> <ul style="list-style-type: none"> <li>- Learn a poem by heart and perform</li> </ul>	<b>Poems that don't rhyme</b> <p style="text-align: center;"><b>Haiku</b></p> <ul style="list-style-type: none"> <li>- Learn a part of the poem by heart- performed.</li> </ul>	<b>Narrative poetry</b> <ul style="list-style-type: none"> <li>- Free-verse poetry</li> <li>- Metaphors</li> <li>- Onomatopoeia</li> </ul> <p style="text-align: center;"><b>Renga</b></p>	<b>Sonnets</b> <b>Ballads</b> <b>(music?)</b> <ul style="list-style-type: none"> <li>-Learn a part of the poem by heart- performed.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Poetry basket tool</li> <li>- Actions used</li> </ul>	<ul style="list-style-type: none"> <li>- Changing rhymes in a verse based on a well-known nursery rhyme</li> </ul> <p style="text-align: center;"><i>Acrostic Poems</i></p>	<ul style="list-style-type: none"> <li>- Re-creating a verse</li> <li>- Learn a poem by heart and perform</li> </ul> <p style="text-align: center;"><i>Riddles</i></p>			<ul style="list-style-type: none"> <li>- Learn a part of the poem by heart-performed.</li> </ul>	
<b>NON-FICTION</b>							
<b>Instructions</b>	<p style="text-align: center;"><i>Experienced</i></p> <ul style="list-style-type: none"> <li>- Listen to instructions</li> <li>- Games</li> <li>- Pictorial/verbal instructions</li> <li>- Introduce vocab</li> <li>- Sequence</li> </ul>	<p style="text-align: center;"><i>Experienced</i></p> <ul style="list-style-type: none"> <li>- 'You will need' list</li> <li>- Sequencing instructions with numbers</li> <li>- Reading instructions, making something and then re-writing instructions</li> <li>- Imperative verbs</li> </ul>	<p style="text-align: center;"><i>Experienced and Imagined</i></p> <ul style="list-style-type: none"> <li>- Imperative verbs and adverbs</li> <li>- Structure- 3 parts- Title, discussion with reader, 'you will need', method</li> </ul>	<p style="text-align: center;"><i>Imagined</i></p> <ul style="list-style-type: none"> <li>- Reading and re-writing</li> <li>- Imperative verbs, adverbs and adverbials of time</li> </ul>	<p style="text-align: center;"><i>Based on a Book</i></p> <ul style="list-style-type: none"> <li>- Conclusion and introduction sentence</li> <li>- Adverbs/imperative verbs, modals verbs</li> <li>- Tips/warnings</li> <li>- Diagrams</li> </ul>		
<b>Explanation</b>							<ul style="list-style-type: none"> <li>- Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>- Bullet pointed list with accurate punctuation.</li> </ul>

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<b>Recounts</b>	<ul style="list-style-type: none"> <li>- Talking about events experienced</li> <li>- Talking in the past tense</li> </ul>	<b>Recount the life of a significant individual</b> <ul style="list-style-type: none"> <li>- Focus on ed and past tense</li> <li>- Sequencing the events in the correct order</li> <li>- Adverbials of time</li> </ul>	<b>Recount the life of a significant individual</b> <p><b>Diary entries</b></p> <ul style="list-style-type: none"> <li>- Past tense</li> <li>- Events in the right order</li> <li>- Speaking in the 1<sup>st</sup> person pretending to be a character</li> </ul>	<b>Recount the life of a significant individual</b> <p><b>Diary entries</b></p> <p><b>Newspaper articles</b></p> <ul style="list-style-type: none"> <li>- Sequence events</li> <li>- Past tense</li> <li>- 3<sup>rd</sup> person writing (newspaper)</li> <li>- Features of a newspaper</li> <li>- Direct speech</li> </ul>	<b>Diary entries</b> <p><b>Newspaper articles</b></p> <p><b>Recounting a real-life event</b></p> <ul style="list-style-type: none"> <li>- Introduction and conclusion</li> <li>- Writing in paragraphs</li> <li>- Newspapers-quotations - direct speech</li> <li>- 1<sup>st</sup> and 3<sup>rd</sup> person recount</li> </ul>	<b>Diary- 1<sup>st</sup> person based on a non-fiction text</b> <ul style="list-style-type: none"> <li>- Using the senses/ emotions</li> <li>- Informal language</li> <li>- Newspaper report- based on non-fiction</li> <li>- Reported speech</li> <li>- Formal language</li> </ul>	<b>Diary and Newspaper Articles</b> <ul style="list-style-type: none"> <li>- Shift in formalities</li> <li>- Direct and Reported speech</li> <li>- Passive voice</li> </ul>
<b>Information Texts</b>	<ul style="list-style-type: none"> <li>- Read and learn facts</li> </ul>	<ul style="list-style-type: none"> <li>- Writing facts</li> <li>- Asking questions</li> </ul>	<b>Non-Chronological Report</b> <ul style="list-style-type: none"> <li>- Title</li> <li>- Heading as questions</li> <li>- Writing information based on a heading</li> <li>- Pictures</li> <li>- Glossaries</li> </ul>	<b>Non-Chronological Report</b> <ul style="list-style-type: none"> <li>- Title</li> <li>- Heading as questions</li> <li>- Sorting information into paragraphs</li> <li>- Pictures</li> <li>- Research</li> </ul>	<b>Leaflets/ Posters</b> <ul style="list-style-type: none"> <li>- Title</li> <li>- Heading as questions</li> <li>- Sorting information into paragraphs</li> <li>- Pictures</li> <li>- Research</li> <li>- Introduction</li> <li>- Conclusion</li> <li>- Sub-headings</li> <li>- not always questions</li> <li>- Paragraphing</li> <li>- Different forms</li> </ul>	<ul style="list-style-type: none"> <li>- All from year 4</li> <li>Plus:</li> <li>- Note-taking-ordering into paragraphs</li> <li>- Turning notes into sentences</li> <li>- Cohesion</li> </ul>	<b>Non-Chronological Report</b> <ul style="list-style-type: none"> <li>- All from 5</li> </ul>

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<b>Letter Writing</b>	<ul style="list-style-type: none"> <li>- Letter writing opportunities within the provision</li> </ul>	<b>Informal Letter</b> <ul style="list-style-type: none"> <li>- Layout rather than language - Focus on order of a letter</li> <li>- Write a letter. Focus on Dear, I am writing to you and signing off, PS.</li> </ul>	<b>Informal Letters</b> <ul style="list-style-type: none"> <li>- Informal features of letters</li> <li>Layout - address, dear, I am writing to you, Information, conclusion, sign off, p.s</li> </ul>	<b>Informal Letter</b> <ul style="list-style-type: none"> <li>- Features (as year 2)</li> </ul> <b>Formal Letter</b> <ul style="list-style-type: none"> <li>- Look at adding in extra address and why that is added.</li> <li>- Start to look at use of formal language within a formal letter - i.e. yours sincerely/faithfully and to whom it may concern.</li> </ul>	<b>Formal letter</b> <ul style="list-style-type: none"> <li>- Look at features</li> <li>- Look at use of formal language within the body of the text</li> </ul>	<b>Comparing formal and informal and writing formal letters</b>	<b>Comparing formal and informal and writing formal letters</b> <p>See below (writing a persuasive letter)</p>
<b>Persuasion</b>			<b>Adverts</b> <ul style="list-style-type: none"> <li>- Using questions and expanded noun phrases</li> </ul>	<b>Formal Letter</b> <ul style="list-style-type: none"> <li>- Rhetorical questions</li> <li>- Power of 3 adjectives</li> <li>- Facts and evidence to support reasons</li> </ul>	<b>Leaflet</b> <ul style="list-style-type: none"> <li>- Rhetorical questions</li> <li>- Power of 3 adjectives</li> <li>- Facts and evidence to support reasons</li> <li>- Conjunctions, however, therefore, furthermore</li> </ul>	<b>Campaign</b> <ul style="list-style-type: none"> <li>- All from year 4</li> <li>Plus:</li> <li>- Emotive language</li> <li>- PEEL</li> </ul>	<b>Letter Leaflet</b> <p><b>Balanced argument/Debate</b></p> <ul style="list-style-type: none"> <li>- All from year 5</li> <li>Plus:</li> <li>- Persuasive devices (obviously, without a doubt)</li> <li>- Grouping across paragraphs</li> <li>- Modal Verbs</li> </ul>