Coverage of Writing Genres Medium Term Planning Year 1

- At least one book per term to be chosen from the agreed syllabus of books.
- Units of work within a half-term to be, where possible, around one book.
- Repetition of genres within a year to match the needs of our transient population.

Autumn Term 1		
Unit	Genre	Activity/Specific Writing
1	Recount	Familiar Event
2	Narrative	Familiar settings and stories
3	Narrative	Settings and Character descriptions
4	Non-Fiction Report	Scientific Report
5	Non-Fiction	Non-Chronological Report-Hist/Geog link
6	Recount	Postcard
Autumn Term 2		
Unit	Genre	Activity/Specific Writing
1	Narrative	3rd person narrative writing
2	Poetry	Acrostics
3	Non-Fiction	Instructions/Procedure

4	Non-Fiction	*Explanation-Spoken Presentations
5	Recount	Historical Factfile
6	Narrative	Setting and Character description
Spring Term 1		
Unit	Genre	Activity/Specific Writing
1	Narrative	Setting and Character description
2	Poetry	Shape Poetry
3	Non-Fiction	Historical Report
4	Non-Fiction	Non-Chronological Report
5	Recount	Diaries
6	Recount	E-mails
Spring Term 2		
Unit	Genre	Activity/Specific Writing
1	Poem	Riddles
2	Non-Fiction	Non-Chronological Report
3	Recount	Diary in role
4	Narrative	Stories with familiar settings
5	Recount	Emails

6	Narrative	Setting and character descriptions

Summer Term 1		
Unit	Genre	Activity/Specific Writing
1	Poem	Acrostics
2	Non-Fiction	Instructions
3	Recount	Historical Fact File
4	Narrative	3rd person narrative
5	Non-Fiction	Explanation scientific
6	Recount	Postcard in role

Summer Term 2		
Unit	Genre	Activity/Specific Writing
1	Non-Fiction	Scientific Report
2	Recount	Historical Fact Files
3	Narrative	Setting and Character descriptions
4	Non-Fiction	Non-Chronological Report
5	Recount	Familiar Events
6	Narrative	Setting and Character descriptions

Spelling, Grammar and Punctuation-Year 1

- **Spelling to follow RWI Phonics/No Nonsense Spelling**
- **Grammar and punctuation to be completed throughout the matching genres where possible**

Punctuation		Grammar	
Separation of words with spaces		Joining clauses using and	
CL		Plural noun suffixes-dog-dogs/wish-wishes and effects on meaning	
FS		Suffix added to verbs where no change is needed helping, helped, helper	
?		Prefix un changing meaning of word untie, unkind undoing etc	
!			
CL personal pronoun I and names.			
Terminology			
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark			

Coverage of Writing Genres Medium Term Planning-Year 2

Autumn Term 1		
Unit	Genre	Activity/Specific Writing
1	Recount	Familiar Event
2	Narrative	Familiar settings and stories-writing extended stories
3	Narrative	Settings and Character descriptions
4	Non-Fiction Report	Scientific Report
5	Non-Fiction	Non-Chronological Report-Hist/Geog link
6	Recount	Postcard
Autumn Term 2		
Unit	Genre	Activity/Specific Writing
1	Narrative	3rd person narrative writing
2	Poetry	Acrostics
3	Non-Fiction	Instructions/Procedure
4	Non-Fiction	*Explanation-Spoken Presentations
5	Recount	Historical Factfile

6	Narrative	Setting and Character description
Spring Term 1		
Unit	Genre	Activity/Specific Writing
1	Narrative	Setting and Character description
2	Poetry	Shape Poetry
3	Non-Fiction	Historical Report
4	Non-Fiction	Non-Chronological Report
5	Recount	Diaries
6	Recount	E-mails
Spring Term 2		
Unit	Genre	Activity/Specific Writing
1	Poem	Limericks
2	Non-Fiction	Non-Chronological Report
3	Recount	Diary in role
4	Narrative	Extended Stories with familiar settings
5	Recount	Emails
6	Narrative	Setting and character descriptions
Summer Term 1		

Unit	Genre	Activity/Specific Writing
1	Poem	Haikus
2	Non-Fiction	Instructions
3	Recount	Historical Fact File
4	Narrative	3rd person narrative
5	Non-Fiction	Explanation scientific
6	Recount	Story Re-tell
Summer Term 2		
Unit	Genre	Activity/Specific Writing
1	Non-Fiction	Recipes
2	Recount	Historical Fact Files
3	Narrative	Setting and Character descriptions
4	Non-Fiction	Classifying Report
5	Recount	Familiar Events
6	Narrative	Setting and Character descriptions

Spelling, Grammar and Punctuation-Year 2

- **Spelling to follow No Nonsense Spelling**
- **Grammar and punctuation to be completed throughout the matching genres where possible**

Punctuation		Grammar	
CL		Correct and consistent present tense	
FS		Correct and consistent past tense	
?		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	
!			
Commas in a list			
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]			
Terminology			
letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark NEW-noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma			

Coverage of Writing Genres Medium Term Planning-Year 3

Autumn Term 1		
Unit	Genre	Activity/Specific Writing
1	Recount	Familiar Event
2	Narrative	Familiar settings and stories-writing extended stories
3	Narrative	Settings and Character descriptions
4	Non-Fiction Report	Scientific Report
5	Non-Fiction	Non-Chronological Report-Hist/Geog link
6	Non-Fiction Persuasion	Advert
Autumn Term 2		
Unit	Genre	Activity/Specific Writing
1	Narrative	Traditional Tales
2	Poetry	Diamantes
3	Non-Fiction	Instructions/Procedure
4	Non-Fiction Persuasion	*Explanation-Spoken Presentations/Speech

5	Recount	Historical Factfile
6	Narrative	Setting and Character description
Spring Term 1		
Unit	Genre	Activity/Specific Writing
1	Narrative	Setting and Character description
2	Poetry	Acrostic Poetry
3	Non-Fiction	Historical Report
4	Non-Fiction	Non-Chronological Report
5	Recount	Diaries
6	Recount	Informal Letter
Spring Term 2		
Unit	Genre	Activity/Specific Writing
1	Poem	Limericks
2	Non-Fiction	Non-Chronological Report
3	Recount	Diary in role
4	Narrative	Extended Stories myths
5	Recount	Historical Recount
6	Narrative	Setting and character descriptions

Summer Term 1		
Unit	Genre	Activity/Specific Writing
1	Poem	Haikus
2	Non-Fiction	Directions
3	Recount	Historical Fact File
4	Narrative	Playscripts
5	Non-Fiction	Explanation scientific
6	Recount	Story Re-tell
Summer Term 2		
Unit	Genre	Activity/Specific Writing
1	Non-Fiction	Recipes
2	Recount	Historical Fact Files
3	Narrative	Setting and Character descriptions
4	Non-Fiction	Persuasion Discussion/Letter
5	Recount	Familiar Events
6	Narrative	Adventure

Spelling, Grammar and Punctuation-Year 3

- **Spelling to follow No Nonsense Spelling**
- **Grammar and punctuation to be completed throughout the matching genres where possible**

Punctuation		Grammar	
CL/FS/?/!/, (RECAP)		Correct and consistent present and past tense (RECAP)	
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (RECAP)		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (RECAP)	
Inverted commas for direct speech		Formation of nouns using a range of prefixes [for example super–, anti–, auto–]	
Paragraphs		Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	
Headings and subheadings to aid presentation		Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	
		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].	
		Expressing time, place and cause using conjunctions [for example, when, before, after, while, so and because].	

		Expressing time, place and cause using adverbs [for example, then, next, soon and therefore].	
		Expressing time, place and cause using prepositions [for example, before, after, during, in and because of].	
Terminology			
preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')			

Coverage of Writing Genres Medium Term Planning-Year 4

Autumn Term 1		
Unit	Genre	Activity/Specific Writing
1	Recount	Familiar Event
2	Narrative	Familiar settings and stories-writing extended stories
3	Narrative	Settings and Character descriptions
4	Non-Fiction Report	Scientific Report
5	Non-Fiction	Non-Chronological Report-Hist/Geog link
6	Non-Fiction Persuasion	Advert
Autumn Term 2		
Unit	Genre	Activity/Specific Writing
1	Narrative	Traditional Tales
2	Poetry	Diamantes
3	Non-Fiction	Procedure
4	Non-Fiction Persuasion	*Explanation-Spoken Presentations/Speech

5	Recount	Historical Factfile
6	Narrative	Setting and Character description
Spring Term 1		
Unit	Genre	Activity/Specific Writing
1	Narrative	Setting and Character description
2	Poetry	Kenning Poetry
3	Non-Fiction	Historical Report
4	Non-Fiction	Non-Chronological Report
5	Recount	Diaries
6	Recount	Informal Letter
Spring Term 2		
Unit	Genre	Activity/Specific Writing
1	Poem	Free Verse
2	Non-Fiction	Non-Chronological Report
3	Recount	Biography
4	Narrative	Extended Stories myths
5	Recount	Historical Recount
6	Narrative	Setting and character descriptions

Summer Term 1		
Unit	Genre	Activity/Specific Writing
1	Poem	Haikus
2	Non-Fiction	Directions
3	Recount	Historical Fact File
4	Narrative	Playscripts
5	Non-Fiction	Explanation scientific
6	Recount	Story Re-tell
Summer Term 2		
Unit	Genre	Activity/Specific Writing
1	Non-Fiction	Instructions
2	Recount	Historical Fact Files
3	Narrative	Setting and Character descriptions
4	Non-Fiction	Persuasion Exposition (particular point of view)/Letter
5	Recount	Familiar Events
6	Narrative	Adventure

Spelling,Grammar and Punctuation-Year 4

- **Spelling to follow No Nonsense Spelling**
- **Grammar and punctuation to be completed throughout the matching genres where possible**

Punctuation		Grammar	
CL/FS/?/!/, PARAs/Headings/SUB(RECAP)		Correct and consistent present and past tense (RECAP)	
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (RECAP)		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (RECAP)	
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"		Formation of nouns using a range of prefixes [for example super–, anti–, auto–]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (RECAP)	
Apostrophes to mark plural possession [for example, the girl's name, the girls' names]		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. (RECAP)	
Use of commas after fronted adverbials		Expressing time, place and cause using conjunctions [for example, when, before, after, while, so and because],adverbs [for example, then, next, soon and therefore] and using prepositions [for example,	

		before, after, during, in and because of]. (RECAP)	
		The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	
		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	
		Fronted adverbials [for example, Later that day, I heard the bad news.]	
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	
		Use of paragraphs to organise ideas around a theme	
Terminology			

preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
NEW-determiner pronoun, possessive pronoun adverbial

Coverage of Writing Genres Medium Term Planning-Year 5

Autumn Term 1		
Unit	Genre	Activity/Specific Writing
1	Recount	Familiar Event
2	Narrative	Familiar settings and stories-writing extended stories
3	Narrative	Settings and Character descriptions
4	Non-Fiction Report	Scientific Report
5	Non-Fiction	Non-Chronological Report-Hist/Geog link
6	Non-Fiction Persuasion	Balanced Arguments
Autumn Term 2		
Unit	Genre	Activity/Specific Writing
1	Narrative	fables
2	Poetry	Diamantes
3	Non-Fiction	Descriptive report
4	Non-Fiction Persuasion	*Explanation-Spoken Presentations/Speech

5	Recount	Historical Factfile
6	Narrative	Setting and Character description
Spring Term 1		
Unit	Genre	Activity/Specific Writing
1	Narrative	Setting and Character description/Legends
2	Poetry	Tetractys
3	Non-Fiction	Historical Report
4	Non-Fiction	Non-Chronological Report
5	Recount	Diaries
6	Recount	Informal Letter
Spring Term 2		
Unit	Genre	Activity/Specific Writing
1	Poem	Free Verse
2	Non-Fiction	Non-Chronological Report
3	Recount	Biography
4	Narrative	Extended Stories myths
5	Recount	Historical Recount
6	Narrative	Setting and character descriptions

Summer Term 1		
Unit	Genre	Activity/Specific Writing
1	Poem	Free Verse
2	Non-Fiction	Directions
3	Recount	Historical Fact File
4	Narrative	Playscripts
5	Non-Fiction	Explanation scientific
6	Recount	Story Re-tell
Summer Term 2		
Unit	Genre	Activity/Specific Writing
1	Non-Fiction	Instructions
2	Recount	Historical Fact Files
3	Narrative	Setting and Character descriptions
4	Non-Fiction	Persuasion Exposition (particular point of view)/Letter
5	Recount	Familiar Events
6	Narrative	Adventure

Spelling,Grammar and Punctuation-Year 5

- **Spelling to follow No Nonsense Spelling**
- **Grammar and punctuation to be completed throughout the matching genres where possible**

Punctuation		Grammar	
CL/FS/?/!/, PARAs/Headings/SUB(RECAP)		Correct and consistent present and past tense (RECAP)	
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (RECAP)		Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (RECAP)	
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" (RECAP.)		Formation of nouns using a range of prefixes [for example super–, anti–, auto–]. Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] (RECAP)	
Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (RECAP).		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. (RECAP)	

Use of commas after fronted adverbials (RECAP).		Expressing time, place and cause using conjunctions [for example, when, before, after, while, so and because],adverbs [for example, then, next, soon and therefore] and using prepositions [for example, before, after, during, in and because of]. (RECAP)	
Brackets, dashes or commas to indicate parenthesis		The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] (RECAP)	
Use of commas to clarify meaning or avoid ambiguity		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). (RECAP)	
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify.		Fronted adverbials [for example, Later that day, I heard the bad news.] (RECAP)	
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (RECAP)	
		Use of paragraphs to organise ideas around a theme (RECAP)	
		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	
		Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	
		Devices to build cohesion within a paragraph [for example, then, after that, this and firstly].	
		Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	

Terminology
preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') determiner pronoun, possessive pronoun adverbial NEW: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Coverage of Writing Genres Medium Term Planning-Year 6

Autumn Term 1		
Unit	Genre	Activity/Specific Writing
1	Recount	Familiar Event
2	Narrative	Stories from other cultures-writing extended stories
3	Narrative	Settings and Character descriptions
4	Non-Fiction Report	Scientific Report
5	Non-Fiction	Non-Chronological Report-Hist/Geog link
6	Non-Fiction Persuasion	Balanced Arguments
Autumn Term 2		
Unit	Genre	Activity/Specific Writing
1	Narrative	Fables
2	Poetry	Diamantes
3	Non-Fiction	Descriptive report
4	Non-Fiction Persuasion	*Explanation-Spoken Presentations/Speech

5	Recount	Historical Fact File
6	Narrative	Setting and Character description
Spring Term 1		
Unit	Genre	Activity/Specific Writing
1	Narrative	Setting and Character description/Legends
2	Poetry	Tetractys
3	Non-Fiction	Classifying Report
4	Non-Fiction	Non-Chronological Report
5	Recount	Informal Letter
6	Narrative	Formal Letter
Spring Term 2		
Unit	Genre	Activity/Specific Writing
1	Poem	Lambic Pentameter (Shakespere)
2	Non-Fiction	Non-Chronological Report
3	Recount	Autobiography
4	Narrative	Extended Stories myths
5	Recount	Historical Recount
6	Narrative	Setting and character descriptions

Summer Term 1		
Unit	Genre	Activity/Specific Writing
1	Poem	Free Verse
2	Non-Fiction	Directions
3	Recount	Historical Fact File
4	Narrative	Playscripts
5	Non-Fiction	Explanation scientific
6	Recount	Story Re-tell
Summer Term 2		
Unit	Genre	Activity/Specific Writing
1	Non-Fiction	manual
2	Recount	Historical Fact Files
3	Narrative	Setting and Character descriptions
4	Non-Fiction	Persuasion Exposition (particular point of view)/Letter
5	Recount	Familiar Events
6	Narrative	Adventure

Spelling,Grammar and Punctuation-Year 6

- **Spelling to follow No Nonsense Spelling**
- **Grammar and punctuation to be completed throughout the matching genres where possible**

Punctuation		Grammar	
CL/FS/?/!/,PARAs/Headings/SUB/A POSTROPHES/()/-/, parenthesis(RECAP)		Correct and consistent present and past tense/Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (RECAP)	
Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]		Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]. (RECAP)	
Use of the colon to introduce a list and use of semi-colons within lists		Expressing time, place and cause using conjunctions [for example, when, before, after, while, so and because],adverbs [for example, then, next, soon and therefore] and using prepositions [for example, before, after, during, in and because of]. (RECAP)	
Punctuation of bullet points to list information		The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] (RECAP)	
How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]		Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). (RECAP)	

		Fronted adverbials [for example, Later that day, I heard the bad news.] (RECAP)	
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (RECAP)	
		Use of paragraphs to organise ideas around a theme/Devices to build cohesion within a paragraph [for example, then, after that, this and firstly]/Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. (RECAP)	
		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. (RECAP)	
		Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] (RECAP)	
		The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]	
		How words are related by meaning as synonyms and antonyms [for example, big, large, little].	
		Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	
		The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some	

		very formal writing and speech]	
		Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis	
		Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	

Terminology
preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') determiner pronoun, possessive pronoun adverbial,modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity. NEW: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points