



Unsworth
Primary School

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Writing Curriculum



Unsworth
Primary School

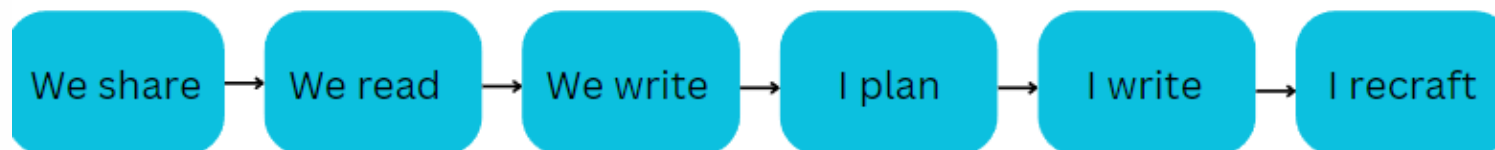
Writing Curriculum Overview

Year Group		Autumn – 14 weeks	Spring – 12 weeks	Summer – 13 weeks
Reception		Mark making Labels, lists, signs, cards, posters	2&3 word captions to match pictures Recount - events and experiences	Recount – events and experiences Instructions Descriptions Narratives
Year 1	Narrative	Familiar settings (3 weeks) Adventure stories (3 weeks)	Fantasy worlds (3 weeks) Fairy Tales (3 weeks)	Stories from another culture (4 weeks) Traditional Tales (4 weeks)
	Non-Fiction	Information report (3 weeks) Instructions (2 weeks)	Information report (2 weeks) Recount - Letters (2 weeks)	Non-Chronological report (3 weeks) Instructions (2 weeks)
	Poetry	Poem on a theme – acrostic (2 weeks)	List poems (2 weeks)	Performance poetry (2 weeks)
Year 2	Narrative	Adventure story (4 weeks) Stories with familiar settings (4 weeks)	Setting description (2 weeks) Traditional tales (4 weeks)	Character description (2 weeks)
	Non-Fiction	Instructions (4 weeks) Recount – diary (4 weeks)	Explanations (4 weeks)	Non-chronological report (4 weeks) Recount (2 weeks) Persuasion (3 weeks)
	Poetry	Poem on a theme – acrostic (2 weeks)	Riddles (2 weeks)	Performance poetry (1 week)
Year 3	Narrative	Adventure story (3 weeks) Traditional Tales (3 weeks)	Mystery stories (3 weeks) Setting description (2 weeks)	Familiar settings (3 weeks) Story with a dilemma (3 weeks)
	Non-Fiction	Recount - diary (3 weeks)	Non-chronological report (2-3 weeks) (Charlotte's Web) Letter (3 weeks)	Recount - Diaries (3 weeks) - Summer Persuasion (2 weeks) - Accidental PM
	Poetry	Poetry with patterns (2 weeks)	Shape poems and calligrams (2 weeks)	Performance poetry (2 weeks)
Year 4	Narrative	Historical settings (3 weeks) Adventure story (2 weeks)	Imaginary worlds (4 weeks)	Stories with dilemmas (3 weeks) Mystery story (3 weeks)
	Non-Fiction	Recount - Newspapers (3 weeks) Information texts (4 weeks)	Explanation texts (3 weeks) Instructions (3 weeks)	Non-chronological reports (3 weeks) Persuasion (2 weeks) -
	Poetry	Creating images (2 weeks)	Narrative poems (2 weeks)	Haiku (2 weeks)
Year 5	Narrative	Significant author – Roald Dahl (3 weeks) Historical setting (3 weeks)	Mythical stories (3 weeks) Stories from other cultures (3 weeks)	Sci-fi stories (3 weeks) Fantasy story (3 weeks)
	Non-Fiction	Instructions (3 weeks) Non-chronological report (2 weeks)	Persuasive (one sided argument) (2 weeks) Explanations (2 weeks)	Recount (2 weeks) Discursive (2 weeks)
	Poetry	Narrative poems – free verse (3 weeks)	Riddles (2 weeks)	Performance poetry (2 weeks)
Year 6	Narrative	Narrative (3 weeks) Informal Letter (3 weeks)	Adventure story (3 weeks) Flashback story (3 weeks)	Narrative (2 weeks)
	Non-Fiction	Recount (3 weeks) Persuasive writing (3 weeks)	Biography (3 weeks) Non-chronological Report (2-3 weeks)	Diary entry (2 weeks) Blog (3 weeks)
	Poetry	Armistice Poems (1 week)		Performance poetry (2 weeks)





We follow our writing route map when writing in all text types. The cycle will be covered through the writing unit as a whole, but several elements may be looked at during individual lessons as individual features of writing are taught.



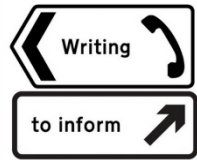
We share	We share the text type and features that will be covered with the class, and display on the working wall. All features that will be taught should be identified (organisation, sentence level, grammatical and punctuation). An example piece of writing is shared and features identified.
We read	Read many examples of the text type, or of specific features, through shared and guided reading. Analyse examples and identify features, displaying on the working wall.
We write	A range of shared and guided writing should take place, focussing on features and the text type overall. The content of the writing might be linked to topics being covered in Foundation subjects.
I plan	Plan an independent piece of writing in the text type. Base on known content, but different from the guided writing. Ensure plenty of reminders are given about features that need to be included for this text type.
I write	Children write an independent, complete piece using the plan with plenty of time allocated for this.
I recraft	Re-craft using purple polishing pens, with children editing their work to include features they may have missed during their independent writing. Self assessment against a list the list of features will support this.



Year 5/6
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Composition		Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition		Planning <ul style="list-style-type: none"> Say aloud what they are going to write about Evaluating and Editing Discuss what they have written with the teacher and other pupils	Planning <ul style="list-style-type: none"> Jot down key words and new vocabulary Say aloud what they are going to write about Evaluating and Editing <ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.	Planning <ul style="list-style-type: none"> Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary Evaluating and Editing <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation Read aloud what they have written so that the meaning is clear	Planning <ul style="list-style-type: none"> Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a theme Create settings, characters and plots Evaluating and Editing <ul style="list-style-type: none"> Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Planning <ul style="list-style-type: none"> Identify the audience and purpose of the writing and select the appropriate form Note and develop initial ideas, drawing on reading and research, where necessary Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Precis longer passages Use a range of devices to build cohesion within and between paragraphs Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed Evaluating and Editing <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject and very agreement when using singular and plural Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear
Handwriting		Letters formed using rhymes from SSPF – non cursive. Letters started and ended in the correct place. Sit correctly at a table, hold a pencil comfortably and correctly.	Sit correctly at a table, hold a pencil comfortably and correctly. Consistently form lower case letters correctly, and start forming in a pre cursive style. Understand which letters belong to which handwriting 'families' and practise these.	Consistently form lower case letters correctly in a pre cursive style, and begin to use diagonal and horizontal strokes to join letters.	Consistently use horizontal and diagonal strokes to join letters. Increasing consistency, legibility and quality of handwriting.	Consistently joining letters clearly, and writing neatly and consistently at length.



Non-Fiction - Instructions			Purpose	Types
Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information procession, reasoning and problem solving.				DIY manual Sewing or knitting pattern Recipe Science experiment Packaging and assembly
Year group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of how to make and do something. Simple sentences containing imperative verb at the start, spoken and then written.	Use of simple sentence structures.	Nouns and verbs correct	Capital letters and full stops
Year 1	Title/goal List of equipment Numbered steps	Use of simple sentence structures. Imperative verbs used to start sentences. Lists.	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Capital letters and full stops Space to separate words Exclamation marks Capital letters for proper nouns (if used)
Year 2	Title Goal – outline statement about what will be achieved Sequenced steps Diagrams	Imperative verbs used to start sentences. Lists. Simple adverbs use to express how to do an action. Noun phrases to describe.	Noun and noun phrase Subordinating and coordinating conjunctions Consistent use of tense - progressive Adverbs to show when and how Comparison in adjective – er and est Third person	Capital letters and full stops Space to separate words Exclamation marks Capital letters for proper nouns (if used) Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Goal – outline statement about what will be achieved Sequenced steps Diagrams Tips, suggestions, precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate clauses	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of tense – simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5/6	Instructions for more complex processes	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length. Use of passive and active.	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of tense – simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs	Brackets Dashes Colons Semi-colons



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Non-Fiction - Recount		Purpose		Types
This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, mapping feelings, motivation and self awareness.		 Writing to inform	 Writing to entertain	Letter Biography/autobiography Write up of a trip Diary/journal
Year group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense. Simple sentences recounting the event spoken and then written.	Use of simple sentence structures	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introduction sentence to show who, what, when, where and why Series of sentences demarcating the passing of time Simple ending	Use of simple sentence structures Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Capital letters, finger spaces and full stops Exclamation marks
Year 2	Title Clear introduction and conclusion Ideas organized into chronological paragraphs, demonstrating the passing of time	Subject verb agreement throughout Simple adverbs Noun phrases	Noun and noun phrases Simple and progressive past tense verbs Subordinating and coordinating conjunctions Consistent use of tense throughout Adverbs to show when and how Comparative adjectives – er and est First and third person	Capital letters, finger spaces and full stops Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give clear understanding of what text will be about Concluding paragraph to summarise overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organized around key events Elaboration within paragraphs to develop description, action and feelings	Variation in sentence structures: prepositional phrases, expanded noun phrases, subordinate clauses	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas for quotations and to demonstrate excitement Brackets
Year 5/6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place information if prioritised to the reader	variation in sentence structures and wider range of examples of: prepositional phrases, expanded noun phrases, subordinate clauses, relative clauses Variation in sentence length to support cohesion Use of passive and active	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Modifiers used to intensify or qualify Fronted adverbials Implied second person Use of modal verbs Tense changes according to purpose Reported speech and direct speech	Brackets Dashes Colons Semi-colons

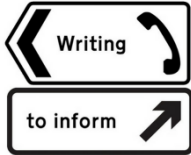


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Non-Fiction - Non-Chronological Report				Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.				 	Topic based school project Letter Science encyclopedia Information leaflet Magazine article
Year group	Text Organisation	Sentence Features	Grammatical Features		Punctuation
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures	Nouns and verbs correct		Capital letter and full stop
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentences with a capital letter and full stop	Use of simple sentence structures Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together		Capital letters, finger spaces and full stops Exclamation marks
Year 2	Clear introduction to classify the subject of the report Grouping information into specific paragraphs	Subject verb agreement throughout Simple adverbs Noun phrases	Noun and noun phrases simple and progressive past tense verbs Subordinating and coordinating conjunctions Consistent use of tense throughout Adverbs to show when and how Comparative adjectives – er and est First and third person Generalising words – many, most, some Use of technical vocabulary		Capital letters, finger spaces and full stops Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and cohesion Paragraphs organized correctly into key ideas Subheadings used to organise information	Variation in sentence structures: prepositional phrases, expanded noun phrases, subordinate clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person		Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas for quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullet points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	variation in sentence structures and wider range of examples of: prepositional phrases, expanded noun phrases, subordinate clauses, relative clauses Variation in sentence length to support cohesion Use of passive and active Comparative sentences	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Modifiers used to intensify or qualify Fronted adverbials Implied second person Use of modal verbs Tense changes according to purpose Reported speech and direct speech		Brackets Dashes Colons Semi-colons

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Non Fiction - Explanation			Purpose	Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.				Encyclopedia entry Technical manual Science investigation Question and answer section
Year group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and coordinating sentences used to add information and detail	Noun and noun phrases simple and progressive past tense verbs Subordinating and coordinating conjunctions Consistent use of tense throughout Adverbs to show when and how Comparative adjectives – er and est First and third person Technical vocabulary	Capital letters, finger spaces and full stops Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organized around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	Variation in sentence structures: prepositional phrases, expanded noun phrases, subordinate clauses	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas for quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullet points to enhance the organisation Description is technical and accurate	Variation in sentence structures and wider range of examples of: prepositional phrases, expanded noun phrases, subordinate clauses, relative clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalized to categorize the information	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Modifiers used to intensify or qualify Fronted adverbials Implied second person Use of modal verbs Tense changes according to purpose Reported speech and direct speech	Brackets Dashes Colons Semi-colons




Non Fiction - Persuasive		Purpose		Types
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		<div><div>Writing to persuade</div></div> <div><div>Writing to entertain</div></div>		Advertisements Travel brochure Political pamphlet Complaint letter Magazine article
Year group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Posters and letters using key language features	Subject verb agreement throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and coordinating sentences used to add information and detail	Noun and noun phrases simple and progressive past tense verbs Subordinating and coordinating conjunctions Consistent use of tense throughout Adverbs to show when and how Comparative adjectives – er and est First and third person Technical vocabulary	Capital letters, finger spaces and full stops Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragprahs organized around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Variation in sentence structures: prepositional phrases, expanded noun phrases, subordinate clauses	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas for quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragrapgs organized to prioritise the most important argument Arguments are well constructed Viewpoint of the writer is evident throughout	variation in sentence structures and wider range of examples of: prepositional phrases, expanded noun phrases, subordinate clauses, relative clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Modifiers used to intensify or qualify Fronted adverbials Implied second person Use of modal verbs Tense changes according to purpose Reported speech and direct speech	Brackets Dashes Colons Semi-colons



Non Fiction - Discursive			Purpose	Types
This form of writing allows for a reasoned and balanced overview to discuss an issue of controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.				Write up of a debate Newspaper article Leaflet giving balanced argument Essay
Year group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organized to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variations in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time, place, manner and frequency Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons




Fiction – Narrative		Purpose	Types	
Children write many different story types through KS1 and KS2. They share a common purpose but there may be specific knowledge that children need in order to write a particular narrative text.			Narrative types are developed throughout the school. Oak Learning Partnership Primary School	
Year group	Narrative Styles and Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense. Simple sentences recounting story – spoken and then written.	Use of simple sentence structures.	Nouns and verbs correct.	Capital letter and full stop.
Year 1	Traditional tales Fairy tales Familiar settings Fantasy	Use of simple sentence structures Size adjectives Emotion adjectives Pronouns Prepositions Time reference	Nouns Consistent past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters for start of sentence and proper nouns Exclamation marks
	Clear beginning and using story language (Once upon a time, One day, In the end) Ideas grouped in chronological order. Problem and simple resolution.			
Year 2	Adventure Fables Dilemmas Traditional Tales	Story language Simple adverbs to express how to do an action Noun phrases to describe Story starters Story endings Power of 3 (He leapt from his house, charged to the gate and raised his sword)	Nouns and noun phrases Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense Adverbs to show when and how Comparison in adjectives -er and -est Third person	Full stops Capital letters for start of sentence and proper nouns Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
	Sentences written in time order, indicated by time words. Characters and settings described in detail. Paragraphing for a change of time or place. Trigger event followed by a series of events and a conclusion. Correct use of pronouns.			
Year 3	Sci-fi Dilemmas Traditional/fairy tales/myths Familiar settings	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate clauses Story language Simile and metaphor Adverbs Accurate action verbs Power of 3 (He leapt from his house, charged to the gate and raised his sword)	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
	Time and place referenced regularly. Characters introduced and 5ws established (who, what, when, where, why) Clear complication and events paragraphed throughout. Cohesion throughout.			



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Year 4	Adventure Mystery Historical Legends Fantasy	Variation in sentence structures Prepositional phrases Expanded noun phrases Subordinate clauses Story language	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in lists Commas after fronted adverbials Inverted commas if using quotations Brackets
	Links between opening and resolution Links between paragraphs to help link one idea to the next Paragraphs organised correctly to build up to key events	Simile and metaphor Adverbs for frequency or subtlety Accurate action verbs Power of 3 (He leapt from his house, charged to the gate and raised his sword)		
Year 5	Historical Sci-fi Myths Fantasy Other cultures Classics	Variation in sentence structures and wider range of examples Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs	Brackets Dashes Colons Semi-colons
	Opening and resolution shape in the story Paragraphs varied in length and structure	Variations in sentence length Story language Simile and metaphor Adverbs for frequency or subtlety Repetition Personification		
Year 6	Adventure Flashbacks Mystery Sci-fi Other cultures	Variation in sentence structures and wider range of examples Prepositional phrases Expanded noun phrases Subordinate clauses	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs	Brackets Dashes Colons Semi-colons
	Story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character	Relative clauses Variations in sentence length Active and passive Modifiers for intensity Repetition Personification		



Fiction - Poetry			Purpose	Types
Poetry explores vocabulary and structure, to convey both information and emotion. It has strong social and historical links with cultures and communities. As children become more confident with style, they make increasingly effective use of word play to explore and develop ideas.			 Writing to entertain	Developed through school – see below. Oak Learning Partnership Primary School
Year group	Poetry Styles	Sentence Features	Grammatical Features	Punctuation
Reception	Range of different poetry styles chosen for language.	Use of simple sentence structures.	Nouns and verbs correct.	Capital letter and full stop.
Year 1	Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme	Use of simple sentence structures. Lists.	Nouns Consistent past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters for start of sentence and proper nouns Exclamation marks
Year 2	Chants and tongue twisters Kennings Performance poetry and raps Puns and word play Riddles	Simple adverbs to express how to do an action. Noun phrases to describe.	Nouns and noun phrases Progressive verb form Subordinating and coordinating conjunctions Consistent use of tense Adverbs to show when and how Comparison in adjectives -er and -est Third person	Full stops Capital letters for start of sentence and proper nouns Exclamation marks Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Acrostics Modern verse Similes Performance poems Observational free verse Classics Narratives Performance poems	Variation in sentence structure. Prepositional phrases. Expanded noun phrases. Subordinate clauses.	Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5/6	Modern verse Narrative Performance poetry Riddles	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate clauses Relative clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time, place, manner and frequency Nouns and pronouns used for clarity and cohesion Wide range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs	Brackets Dashes Colons Semi-colons