

| RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|--|---|--|--|
| Previous learning: children come from different nurseries so varying levels of knowledge | Previous learning: Label diagrams List items Simple recount | Previous learning: Retelling a story Simple substitution in stories | Previous learning: Inventing stories from a structure | Previous learning: Writing for different purposes | Previous learning: Alternative points of view addressed simple persuasive techniques. | Previous learning: Stories have explored writer's techniques. |
| Narratie: - write own name - recognise letter sounds to blend and segment - write simple sentences using phonics and tricky words - Label diagrams - List items Poetry: - Poems for Performance | Narrative: - traditional tales - stories by the same author - stories with repetitive pattern Non-fiction: - non chronological report - recount of familiar events Poetry: - Poems for Performance - Poems on a theme | Narrative: - traditional tales with a twist - animal adventure stories - stories set in school Non-fiction: - letter / diary - instructions Poetry: - Poems for Performance - Structure poems (acrostic) | Narrative: - Fable, Folk tales - Mystery story - Same author Non-fiction: - information booklet - explanation Poetry: - Poems for Performance - Structure poems (shape / riddle / rhyming couples) | Narrative: - Fantasy story - Moral dilemma - Myths Non-fiction: - newspaper reports - persuasion (adverts) Poetry: - Poems for Performance - Poems with figurative language | Narrative: - Novel as theme - Myths / Legends - Suspense story Non-fiction: - discussion (for and against) - persuasive letter writing Poetry: - Poems for Performance - Free verse Poems, focus on language choices | Narrative: - flashback story - recap previous genres focusing on developing setting and character Non-fiction: - auto / biography - persuasion Poetry: - Poems for Performance - Poems with imagery |
| For More Able children, possible use of capital letters, full stops. | With consistent use of capital letters, full stops. Questions and possibly exclamation marks. Joining simple sentences, 'and'. | With consistent use of commas in a list. Apostrophe for singular possession. Coordination. (and / but / or) Noun phrases. Subordination (if when / because) | With consistent use of a broad range of connectives for time, place and cause. Paragraphs. Direct speech. Adverbs for time, place, manner. Prepositions. | With consistent use of pronouns / nouns. Apostrophes for plural possession. Fronted adverbials. | With consistent use of relative clauses. (who, where, which) Semi-colons. Adverbials of time. Cohesion within paragraphs. | With consistent use of. Brackets, dashes. Degrees of possibilities using adverbs / verbs. Further organisational and presentational devices. |