

Range of Writing Document

Yr 1	The National Literacy Strategy		
	Autumn	Spring	Summer
	<p>Fiction and poetry: Stories with familiar settings, stories and rhymes with predictable and repetitive patterns</p> <p>Non Fiction: Signs, labels, captions. Lists, instructions</p>	<p>Fiction and poetry: traditional stories and rhymes; fairy stories and poems with familiar, predictable and patterned language from a range of cultures, including play-ground chants, action verses and rhymes; plays</p> <p>Non Fiction: information books, including non-chronological reports, simple dictionaries.</p>	<p>Fiction : Fiction and poetry: stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes</p> <p>Non-Fiction: information texts including recounts of observations, visits, events..</p>
	<p>Literacy Framework:</p> <p>Fiction : Stories with familiar settings; Stories from a range of cultures/Stories with predictable and patterned language; Traditional and fairy tales (includes plays); Stories about fantasy worlds</p> <p>Non Fiction: Labels, lists and captions; Instructions ; Recounts, dictionary; Information texts ; Recount; (fact and fiction)</p> <p>Poetry: Using the senses ; Pattern and rhyme</p>		
	<p>New Curriculum:</p> <p>Composition : Short narratives</p>		

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Yr 2	The National Literacy Strategy		
	Autumn	Spring	Summer
	<p>Fiction and poetry: stories and a variety of poems with familiar settings.</p> <p>Non-Fiction: instructions.</p>	<p>Fiction and poetry: traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant Children' s poets.</p> <p>Non-Fiction: (i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.</p>	<p>Fiction and poetry: extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue twisters, humorous verse and stories.</p> <p>Non-Fiction: information books including non-chronological reports.</p>
	<p>Literacy Framework:</p> <p>Fiction: Stories with familiar settings; Traditional stories; Different stories by the same author; Extended stories/Significant authors</p> <p>Non Fiction: Instructions; Explanations; Information texts; Non-chronological reports</p> <p>Poetry: Patterns on the page; Really looking; Silly stuff</p>		
	<p>New Curriculum:</p> <p>Composition: Narratives about personal experiences and those of others (real and fictional) ; about real events; poetry and for different purposes</p>		

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Yr 3	The National Literacy Strategy		
	Autumn	Spring	Summer
	<p>Fiction and poetry: stories with familiar settings; plays; poems based on observation and the senses; shape poems.</p> <p>Non-Fiction: (i) information books on topics of interest, (ii) non-chronological reports; (iii) thesauruses, dictionaries.</p>	<p>Fiction and poetry: myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures.</p> <p>Non-Fiction: (i) instructions, (ii) dictionaries without illustrations, thesauruses</p>	<p>Fiction and poetry: adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.</p> <p>Non-Fiction: (i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopaedias, indexes, etc.</p>
	<p>Literacy Framework:</p> <p>Fiction: Stories with familiar settings; Myths and legends; Adventure and mystery; Authors and letters; Dialogue and plays</p> <p>Non Fiction: Reports; Instructions; Information texts</p> <p>Poetry: Poems to perform; Shape poetry and calligrams; Language play</p>		
	<p>New Curriculum:</p> <p>Composition: narrative and non-narrative</p>		

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Yr 4	The National Literacy Strategy		
	Autumn	Spring	Summer
	<p>Fiction and poetry: historical stories and short novels; play-scripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.</p> <p>Non-Fiction: a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.</p>	<p>Fiction and poetry: stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.</p> <p>Non-Fiction: (i) information books on same or similar themes; (ii) explanation.</p>	<p>Fiction and poetry: stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.</p> <p>Non-Fiction: (i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.</p>
	<p>Literacy Framework:</p> <p>Fiction: Stories with historical settings; Stories set in imaginary worlds; Stories from other cultures; Stories which raise issues/dilemmas; Plays</p> <p>Non Fiction: Recounts: newspapers/magazines; Information texts; Explanation; Persuasive texts</p> <p>Poetry: Creating images ;Exploring form</p>		
	<p>New Curriculum:</p> <p>Composition: narrative and non-narrative</p>		

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Yr 5	The National Literacy Strategy		
	Autumn	Spring	Summer
	<p>Fiction and poetry: (i) novels, stories and poems by significant children’s writers; (ii) play-scripts; (iii) concrete poetry.</p> <p>Non-Fiction: (i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.</p>	<p>Fiction and poetry: (i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.</p> <p>Non-Fiction: (i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.</p>	<p>Fiction and poetry: novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.</p> <p>Non-Fiction: (i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.</p>
	Literacy Framework:		
	<p>Fiction : Novels and stories by significant children’s authors; Traditional stories, fables, myths, legends; Stories from other cultures; Older literature; Film narrative; Dramatic conventions</p> <p>Non Fiction: Instructions; Reports/explanations; Persuasive writing</p> <p>Poetry: Poetic style (word play, rhyme, metaphor, word choice); Classic/narrative poems ; Choral and performance</p>		
	New Curriculum:		
Composition: focusing on audience, purpose and form			

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Yr 6	The National Literacy Strategy		
	Autumn	Spring	Summer
	<p>Fiction and poetry: classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.</p> <p>Non-Fiction: (i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.</p>	<p>Fiction and poetry: longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.</p> <p>Non-Fiction: (i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.</p>	<p>Fiction and poetry: comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors. treatment of same theme(s).</p> <p>Non-Fiction: (i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.</p>
	<p>Literacy Framework:</p> <p>Fiction: Fiction genres; Extending narrative; Authors and texts; Short stories with flashbacks</p> <p>Non Fiction: Argument; Biography and autobiography; Journalistic writing; Formal/impersonal writing</p> <p>Poetry: The power of imagery; Finding a voice</p>		
	<p>New Curriculum:</p> <p>Composition: focusing on audience, purpose and form</p>		