

<b>Repton Manor Primary School</b>	<b><u>LTP: Writing genres to cover across the year, as a minimum.</u></b> <b><u>Where possible, link to topics even if it is just in the 'recycle' element.</u></b>			<b><u>Grammar and Punctuation Areas to cover over the year:</u></b> <b><u>(See Spelling Shed for Spelling objectives)</u></b>
<b>EYFS</b>	<b>Narratives:</b> traditional stories descriptions – settings and characters	<b>Non-fiction:</b> labels/captions/tickets recipe/instructions cards/mini letters/postcards autobiography	<b>Poetry:</b> Acrostic/list poem	Write own name. Start to use a capital for start of sentence. Start to use a full stop at end of a sentence.
<b>Year 1</b>	<b>Narratives:</b> traditional stories fairy stories descriptions – settings and characters	<b>Non-fiction:</b> Labels/captions Instructions Recount Biography / autobiography Cards/mini letters/postcards	<b>Poetry:</b> Acrostic/shape/list poem/cinquain	<b>Finger spaces</b> between words. End a sentence with a <b>full stop</b> . Use <b>question marks</b> . Use <b>exclamation marks</b> . Understand other common uses of <b>capitalisation</b> . Practise joining words and joining clauses using 'and'. Understand and use the term <b>pronoun</b> . Use <b>capital letters for personal pronoun 'I'</b> , for names and the first word in a sentence.
<b>Year 2</b>	<b>Narratives:</b> traditional stories fairy stories play script	<b>Non-fiction:</b> Chronological recount Non-chronological report Instructions Letters	<b>Poetry:</b> Acrostic/Rhyme/word pattern/ ABC	<b>Conjunctions</b> to join 2 sentences through <i>subordination</i> (using when, if, that, because) and <i>co-ordination</i> (using or, and, but). <b>Progressive form</b> (she is drumming). Identify and use <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences. Identify and use <b>commas</b> to separate items in a list. Identify and use <b>apostrophes</b> to mark where letters are missing in spelling: Singular, possessive and contractions. <b>Noun phrases.</b>

<p><b>Year 3</b></p>	<p><b>Narratives:</b> Myths/legends Diary entry Historical narrative</p>	<p><b>Non-fiction:</b> Instructions Persuasion Biography</p>	<p><b>Poetry:</b> Free verse/narrative/kennings</p>	<p>Understand and use the term: <b>adjectives, inverted commas, adverb, preposition.</b> Identify and use terms <b>a and an.</b> Begin to use <b>speech punctuation.</b> Identify and use <b>paragraphs.</b> <b>Present perfect form</b> (He has gone out to play...He went out to play).</p>
<p><b>Year 4</b></p>	<p><b>Narratives:</b> Myths/legends Modern fiction Play script</p>	<p><b>Non-fiction:</b> Information report Discussion Letters</p>	<p><b>Poetry:</b> Haiku/list poem/</p>	<p>Plural and possessive –s. Standard English Speech punctuation Identify and use <b>noun phrases.</b> Identify and use <b>commas</b> to mark grammatical boundaries (fronted adverbials). Paragraphs <b>Plural possession apostrophes</b> Use commas after <b>fronted adverbials</b></p>
<p><b>Year 5</b></p>	<p><b>Narratives:</b> From other cultures Classic narrative</p>	<p><b>Non-fiction:</b> Explanation text Recount Persuasion</p>	<p><b>Poetry:</b> Free verse/ballads/</p>	<p>Identify and use <b>relative clauses.</b> Identify and build <b>cohesion</b> within and between paragraphs. Identify and use brackets, dashes and commas to indicate <b>parenthesis.</b> <b>Commas</b> to clarify meaning or avoid ambiguity. Use <b>further punctuation</b> marks: colon, semicolon, dashes, brackets.</p>
<p><b>Year 6</b></p>	<p><b>Narratives:</b> From other cultures Historical narrative Play script</p>	<p><b>Non-fiction:</b> Discussion/debate Biography Letters Chronological recount Non-chronological report</p>	<p><b>Poetry:</b> Free verse/word pattern/haiku</p>	<p>Understand and use <b>active</b> and <b>passive</b> voice. Know the difference between <b>informal</b> and <b>formal</b> speech. <b>Semi-colon</b> and <b>colon.</b> <b>Hyphens.</b> <b>Bullet points.</b></p>

Additional to choose from\*:

- Biographies/autobiographies
- Diary entry
- Recount
- Non-chronological report
- Newspaper article/report
- Information text (clearly present information on a subject)
- Narratives\*\* – comics, traditional tales, fairy stories, myths, legends, fables, stories from other countries and cultures, historical stories, classics such as Dickens or Shakespeare, modern fiction – see '147 Traditional stories' book
- Descriptions - settings, characters
- Instructions/instructional writing
- Debate/discussion (clearly set out the pros and cons of something before coming to a conclusion)
- Persuasion (clearly argue a point of view about something; usually involves actions or ideas)
- Explanation (clearly show the chain of cause and effect involved in something)
- Poetry – word pattern, narrative, lists, acrostic, cinquain, haiku, kennings, ABC, ballads, Free verse

\*More information on the non-fiction genres can be found on pg131 of 'The Storytelling Schools Method Handbook for Teachers'.

\*More information on poetry types can be found on pg63 of 'The Storytelling Schools Method Handbook for Teachers'.

\*\*Narrative tales possibilities: losing/loss, adventure, warning, detective/investigative, wishing, suspense, moral, overcoming fears, defeat/hero, spooky/ghost

**Whilst planning narratives**, please consider which '**Storytelling Building Blocks**' you might choose to focus on and that you are not required to do the entirety of the narrative, you could just do; a powerful opener, an exciting middle or an alternative ending.

- Action that is clear
- Characters we care about
- Problems that matter
- Mood that moves us
- Openings that hook
- Middles that build drama
- Description that is vivid
- Settings that convince
- Endings that satisfy