



## Writing Skills focus for each year group.

The genre identified in **BLUE** are those that staff will need to revise from previous year groups (or previous terms in the case of EYFS)

The purpose identified in **italics** reminds staff and children that every piece of writing needs to have purpose and needs to have an intended audience

In KS1 other genres can be used to encourage purposeful writing, but the main outcome would need to be linked to: cohesion, vocabulary usage, sentence types, use of specific taught punctuation- or some other taught and developed theme.

Year	Aut	Spr	Sum
N	<b>Understand that marks have meaning</b>	<b>Link meaning to their mark making</b>	<b>Provide purposeful opportunities to their mark making ( postcards, lists/labels</b>
R	<b>Make reasonable attempts to write with meaning:</b> Captions Helicopter stories	<b>Write sentences/stories</b> Labels /captions Extend vocabulary knowledge and introduce adjectives	<b>Create legible sentences (with conjunctions and adjectives)</b>
1	<b>Character Description</b> ( <i>entertain</i> ) <b>Retell</b> ( <i>inform</i> ) <b>Factfile</b> ( <i>inform</i> ) Letter ( <i>inform</i> ) Poetry- rhyme in words/sounds ( <i>entertain</i> )	<b>Setting Description</b> ( <i>entertain</i> ) <b>Retell</b> ( <i>inform</i> ) <b>Factfiles</b> ( <i>inform</i> )  Instructions( <i>inform</i> )	<b>Description</b> ( <i>entertain</i> ) <b>Recount- A day in the life of...</b> <b>Factfiles</b> ( <i>inform</i> )  Poetry - Riddles ( <i>entertain</i> )
2	<b>Description (Garden)</b> ( <i>entertain</i> ) <b>Instructions (recipe)</b> ( <i>inform</i> ) <b>Narrative- Funnybones</b> ( <i>entertain</i> ) <b>Letter Recount</b> ( <i>inform</i> )  Poetry-- performance( <i>entertain</i> )	<b>Letter Recount</b> ( <i>inform</i> ) <b>Retell</b> ( <i>inform</i> ) <b>Instructions (Class rules)</b> ( <i>inform</i> ) Poster ( <i>persuasive</i> ) <b>Narrative - Traditional tale</b> ( <i>entertain</i> )	<b>Retell</b> ( <i>inform</i> ) <b>Narrative</b> ( <i>entertain</i> ) Poster( <i>persuasive</i> ) <b>Instructions</b> ( <i>inform</i> ) <b>Description</b> ( <i>entertain</i> ) <b>Letter/postcard Recount</b> ( <i>inform</i> ) Poetry- performance( <i>entertain</i> )
3	<b>Poster (ks2)</b> ( <i>persuasive</i> ) <b>Instructions</b> ( <i>inform</i> ) <b>Diary (recount)</b> ( <i>inform</i> ) <b>Explanation</b> ( <i>inform</i> ) <b>Narrative</b> ( <i>entertain</i> )  Poetry (spoken verse and humour)	<b>Explanation</b> ( <i>inform</i> ) <b>Narrative</b> ( <i>entertain</i> ) <b>Poster/Advert</b> ( <i>persuasive</i> ) Letter( <i>inform</i> ) <b>Description</b> ( <i>entertain</i> )	<b>Poster(/AdvertKs2)</b> ( <i>persuasive</i> ) <b>Explanation</b> ( <i>inform</i> ) <b>Narrative</b> ( <i>entertain</i> ) Letter( <i>inform</i> ) <b>Instructions</b> ( <i>inform</i> )  Poetry(styles and wordplay)
4	<b>Newspaper</b> ( <i>inform</i> ) <b>Biography</b> ( <i>inform</i> ) <b>Letter</b> ( <i>inform</i> )	<b>Newspaper</b> ( <i>inform</i> ) <b>Biography</b> ( <i>inform</i> ) <b>Letter</b> ( <i>inform</i> )	<b>Newspaper</b> ( <i>inform</i> ) <b>Biography</b> ( <i>inform</i> ) <b>Letter</b> ( <i>inform</i> )

	<p><b>Narrative</b>(entertain)  <b>Poster</b>(persuasive)  <b>Description</b> (entertain)</p> <p>Poetry (metaphor/simile; imagery)</p>	<p><b>Advert</b>(persuasive)  <b>Explanation</b>(inform)  <b>Description</b> (entertain)</p>	<p><b>Advert</b>(persuasive)  <b>Narrative</b>(entertain)  <b>Explanation</b>(inform)</p> <p>Poetry (lists and classical nonsense)</p>
5	<p><b>Description</b>(entertain)  <b>Report Writing</b>(inform)  <b>Newspaper</b> (inform and discuss)  <b>Campaign</b>(persuasive)  <b>Letter</b>(inform)  <b>Narrative</b>(entertain)</p> <p>Poetry – narrative themes</p>	<p><b>Description</b>(entertain)  <b>Report Writing</b>(inform)  <b>Newspaper</b> (inform and discuss)  <b>Campaign</b>(persuasive)  <b>Letter</b>(inform)  <b>Poster</b>(persuasive)</p>	<p><b>Description</b>(entertain)  <b>Report Writing</b>(inform)  <b>Newspaper</b> (inform and discuss)  <b>Campaign</b>(persuasive)  <b>Biography</b>(inform)</p> <p>Poetry – narrative themes</p>
6	<p><b>Argument</b>(discuss)  <b>Review</b>(discuss)  <b>Speech</b>(persuasive)  <b>Description</b>(entertain)  <b>Newspaper</b> (inform and discuss)  <b>Letter</b>(inform)  <b>Narrative/diary</b>(entertain)</p>	<p><b>Argument</b>(discuss)  <b>Review</b>(discuss)  <b>Speech</b>(persuasive)  <b>Description</b>(entertain)  <b>Newspaper</b> (inform and discuss)  <b>Letter</b>(inform)  <b>Narrative/diary</b>(entertain)</p> <p>Poetry- palindrome, repetition,</p>	<p><b>Argument</b>(discuss)  <b>Review</b>(discuss)  <b>Speech</b>(persuasive)  <b>Narrative</b>  <b>Report Writing</b>(inform)  <b>Campaign</b>(persuasive)  <b>Biography</b>(inform)  <b>Campaign</b>(persuasive)</p> <p>Poetry - choral and performance</p>