



SHERBORNE PRIMARY SCHOOL
GENRE PROGRESSION AND DEVELOPMENT OVERVIEW

		EYFS	Year 1/Year 2		Year 3/Year 4		Year 5/Year 6	
A u t u m n	N a r r a t i v e	Stories with predictable phrasing - Join in with patterned language, rhythm and rhymes Lists Traditional tales - fairy tales Orally retell a story and complete a pictorial story map	Stories with predictable phrasing - 4 weeks (or 2+2) Write simple sentences using patterned language, words and phrases taken from familiar stories to write a new story		Adventure stories - 4 weeks Write an adventure story focusing on plot		Suspense and mystery – 4 weeks Develop skills of building up atmosphere/tension in writing	
	N o n - f i c t i o n	Lists Letters	Recount – 2 weeks Write first person recounts based on personal experiences or historical events using adverbs of time to aid sequencing	Instructions – 2 weeks Following a practical experience write a series of instructions	Recount (Diary entry) – 2 weeks Write in role to describe events and experiences	Instructions – 2 weeks Write and evaluate a range of instructions including directions (e.g. treasure hunt)	Recount (diary writing) 2 weeks - Compose a biographical account based on research	Newspaper Reports – 2 weeks – Write a news report of an unfolding event, including detail expressed in ways that will engage the reader
	P o e t r y	Nursery Rhymes	Poetry – 2 weeks Take one poet - poetry appreciation - personal responses to poetry, recite familiar poems by heart		Poetry – 2 weeks Take one poet – poetry appreciation - personal responses to poetry, recite familiar poems by heart		Poetry – 2 weeks Take one poet - poetry appreciation - personal responses to poetry, recite familiar poems by heart	

S p r i n g	N a r r a t i v e	Narratives	Traditional tales – fairy tales – 4 weeks (or 2+2) Write a re-telling of a traditional story	Traditional tales – fairy tales – 4 weeks - Write a re-telling of a traditional story from a key characters perspective Write and perform a play based on a familiar story		Fiction from our literary heritage – 4 weeks Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
	N o n - f i c t i o n	Factual Writing Instructions	Report (incorporating labels lists and captions as appropriate for year 1) - 4 weeks Year 1 outcome - write labels and sentences for an in-class museum or display, write a simple non chronological report with a series of sentences to describe aspects of the subjects Year 2 outcome - assemble information on a subject sorting and classifying information and using comparative language to describe and differentiate.	Persuasive letter writing – 2 weeks – Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	Non-chronological report – 2 weeks Write own report based on notes gathered from several sources	Persuasive letter writing 2 weeks – Show how persuasive writing can be adapted for different audiences and purposes through a range of writing	Discussion – 2 weeks – A debate followed by a write up which presents and evaluates the opinion of differing viewpoints
	P o e t r y	Poetry- Revisit Nursery Rhymes	Calligrams (single words/ poems) - 2 weeks Read write and perform calligrams (shared writing as appropriate)	Limericks and riddles – 2 weeks - Recite familiar limericks, read and write riddles		Rap – 2 weeks Listen to, read and respond to raps and experiment with writing their own raps.	

S u m m e r	N a r r a t i v e	Descriptive writing	Contemporary fiction – stories reflecting children’s own experiences – 4 weeks (or 2+2) Write a series of sentences to retell events based on personal experience		Traditional tales – Myths (quests) – 4 weeks Write a myth focusing on effective characterisation e.g. descriptions, linking dialogue to effective characterisation, interweaving speech and action.		Narrative Traditional tales – legends – 4 weeks Reflect on the main character of the legend from different viewpoints, retell the story from several different perspectives.	
	N o n - f i c t i o n	Letters Factual Writing including recount	Report –2 weeks Year 1 outcome - write a simple non chronological report with a series of sentences to describe aspects of the subjects Year 2 outcome - assemble information on a subject sorting and classifying	Explanations – 2 weeks - Produce a labelled flowchart ensuring content is clearly sequenced	Explanations – 2 weeks – Write an explanation of a process ensuring relevant details are included.	Newspaper Reports – 2 weeks - Write a news report of an unfolding event, including detail expressed in ways that will engage the reader	Report – 2 weeks - Write a report in the form of an information leaflet or presentation choosing appropriate style of form for the audience	Explanation – 2 weeks - Write cross curricular explanations
	P o e t r y	Poetry- Shape Poetry	List poems/Kennings – 2 weeks Read write and perform list poems?Kennings (shared writing as appropriate)		Haikus – 2 weeks Read, write and perform Kennings poems		Cinquain – 2 weeks Read and respond to cinquains, experiment with writing their own.	

NOTE - all poetry units should involve some focus on vocabulary building

Genre definitions

Narrative text is a kind of text that tells a story. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Explanation text is a text about a process which happens or happened in a certain order, such as the water cycle or the events of a battle.

Recount is a time ordered re-telling of something that has happened in real life, such as a school trip or the life of Gandhi.

Instructions are a text including points on how to do something, such as cook a meal or put up some shelves.

Non-chronological report (or information text) is non-fiction report which is not written in time order.

Persuasive text is any text where the main purpose is to present a point of view and seeks to persuade a reader. This may include opportunities for letter writing, adverts, posters, speeches and so on.

Discussion text aims to present arguments and information from differing viewpoints, incorporating both sides of the argument and may include opportunities for Newspapers and reviews as well as a balanced argument.