Progression of Writing Genres					
Year 1					
Autumn		**Spring**		**Summer**	
List Poem	**Setting description**	**Report**	**Advert**	**Instructions**	**Letter/ postcard**
To entertain – poetry describe a monster/ a monster's underpants	**To entertain** – a description of space/ another planet	**To inform** – non-chronological report about a sea creature	**To persuade** – a job advert for a new sidekick/ a wanted poster for the Evil Pea	**To inform** – instructions to explain how to plant a seed	**To recount** – recount fictional events in the role of Rapunzel
Character description	**Story in a familiar setting**	**Friendship story**	**Story with a moral**	**Transformational story**	**Traditional Tale**
To entertain – describe a monster or character from a narrative	**To entertain** – write a simple narrative using repetitive phrases	**To entertain** – retell a narrative story about friendship	**To entertain** – retell simple events from a story with a moral	**To entertain** – describe a familiar setting and a new setting from a story	**To entertain** – write sentences to match pictures in a fairytale
Year 2					
Autumn		**Spring**		**Summer**	
Restaurant review	**Explanation**	**Character description**	**Acrostic Poem**	**Letter**	**Invitation**
To recount – recount the description of a meal, real or fictional	**To inform** – explain how a fictional machine works	**To entertain** – describe a main character from a known story	**To entertain** – create a poem describing a fictional setting	**To recount** – recount fictional events in a letter	**To persuade** – persuade people to join them on a fictional adventure
Instructions	**Narrative retell**	**Fairytale**	**Setting description**	**Story in verse**	**Traditional Tale**

Whole School Progression of Writing Genres

To inform – create a set of instructions for how to deliver the Lighthouse Keeper's lunch	**To entertain** – retell a scene from a known story learnt in class	**To entertain** – Retell the main events from a fairytale	**To entertain** – Write a setting description based on a historical event	**To entertain** – Write a section of the story using repetitive phrases they know	**To entertain** – Retell a known traditional tale, from beginning to end.
Year 3					
Autumn		**Spring**		**Summer**	
Book Blurb	**Speech**	**Nature Song/ Poem**	**Wanted Poster**	**Diary**	**Police report**
To persuade – write a short book blurb about a story you have read in class	**To inform –** create and perform an informative speech, about a revolutionary invention	**To entertain -** respond to illustrations to create a nature song creating small rhythmic patterns sounding like nature	**To inform -** create a character description of a legendary hero or villain, informing the public	**To recount –** write a diary entry from the main character in a known story, recounting a visit to a foreign land	**To inform/report –** write a police report on the arrival of The Iron Giant
Character Description	**Biography**	**Narrative non-fiction**	**Myth**	**Stories set in a historical setting**	**Mystery narrative**
To entertain - create a character description based on a character you have read about in class	**To inform –** write a biography of a poignant figure in history, based on notes gathered from several sources	**To inform-** write a story informing the reader of the journey of water. Draw and label an instructional diagram	**To entertain-** retell an Egyptian myth studied in class	**To entertain -** retell a pivotal chapter from a known story with a clear plot, based in a setting from another culture	**To entertain** - write a chapter of a mystery story with an element of unknown for the reader
Year 4					
Autumn		**Spring**		**Summer**	
Diary entry	**Character description**	**Report**	**Setting Poem**	**Letter**	**Fact file**

To recount – write a series of logs (diary entries) detailing daily events from a fictional story.	**To entertain** - create a character description based on a villain you have read about in class.	**To inform** - Write a brief, formal report about the new invention of an 'aqua lung'. Include labelled diagrams.	**To entertain** - write a non-rhyming poem creating descriptions of imaginary settings.	**To persuade** - Write a persuasive letter to father to convince him to make her a firework maker.	**To inform** - Create a series of fact files including key information about famous Greek heroes.
Adventure story	**Story endings**	**Historical fiction**	**Fantasy story**	**Non-chron report**	**Myth/ Legend**
To entertain - Retell a pivotal moment from a novel studied in class, from the main character's point of view.	**To entertain** - Create alternative endings to well-known fairytale.	**To entertain** - write a narration of a key moment in history (WWII). Include setting descriptions and include factually accurate information.	**To entertain** - retell a section of a known story, creating a conversation between two characters	**To inform** - create a non-chronological report, explaining facts on a well-known element of geography e.g. volcanoes.	**To entertain** - Retell a Greek Myth to convey a moral from a key character's perspective.
Year 5					
Autumn		**Spring**		**Summer**	
Biographical account	**Historical fiction**	**Character description**	**Setting Poem**	**Creating atmosphere**	**Holiday brochure**
To inform - write in role, adapting distinctive voices of fictional characters, composing a biographical account of a sighting of the Malamander	**To recount** – write in role recounting the details of a key event in history (WWII)	**To entertain** - create contrasting character descriptions to show how King Kong can be seen as both a villain and a victim	**To entertain** - Write a poem describing entering a new world. Use figurative language to create an element of magic/ wonder	**To entertain** - write a section of text creating atmosphere. Use a range of literary devices to have the intended impact on the reader	**To persuade** - Create a persuasive advert, in the form of a leaflet, encouraging readers to travel to a new destination and take on an extreme challenge
Mystery story	**Explanation**	**Debate/ Speech**	**Classical literature**	**Traditional tale (Gothic version)**	**Retelling true events**

To entertain – create alternative chapter endings to a known story, maintaining a clear genre of writing	**To inform** - write a formal explanation of life for children during WWII, informed by independent research and historical sources taught in class	**To inform/ discuss** - participate in a debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	**To entertain** - retell a chapter of a known, classical story, entering the wardrobe into a fictional world (portal story)	**To entertain** - rewrite a traditional tale. Use knowledge of a key character or villain to create a modern retelling	**To entertain** - retell the main events in an adventure story based on true events. Write a series of short stories.
Year 6					
Autumn		**Spring**		**Summer**	
Non-Chron Report	**Setting Poem**	**Blog Entry**	**Persuasive advert**	**Science Fiction Narrative**	**Setting description**
To inform - create a non-chronological report for a fictional type of lizard, inspired by 'Yellow spotted lizard'	**To entertain** - Create a setting poem, using figurative language to describe a setting from a historical period (Victorian scene)	**To recount** - write a series of short blog entries from the point of view of a significant historical figure e.g. Katherine Johnson	**To persuade** - Create a short persuasive speech to be used in TV or radio e.g. convince people to help capture Thantos the Greek God	**To entertain** - rewrite sections of a science fiction story, changing the pace of action. E.g. creating battle scenes of good vs evil	**To entertain** - write a detailed setting description, in the first person, set in another culture/fictional world.
Diary Entry	**Narrative in an author's style**	**Biography**	**Myths and Legends**	**Report/ Fact file**	**Flashback story**
To recount - write a diary entry from the perspective of Stanley Yelnats. Use langauge appropriate to the personality of the character	**To entertain** - rewrite a section of a known story, using a gothic style, similar to that of the author. Describe settings in great detail, conveying a period in history (WWII)	**To inform** - compose a biographical account, using formal language, based on independent research. Focus on a key figure in Black history e.g. Katherine Johnson/ Rosa Parks	**To entertain** - Retell a section of a known myth conveying action e.g. outsmarting the Lords of Death in a mythical challenge	**To inform** - write a report about a fictional, extra-terrestrial creature/robot, inspired by a science fiction story	**To entertain** - write a section of a story conveying modern day issues (e.g. refugees). Retell events from different periods in time