
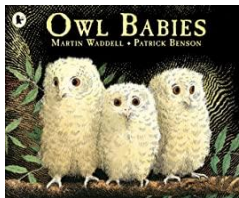
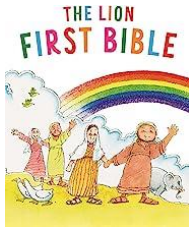
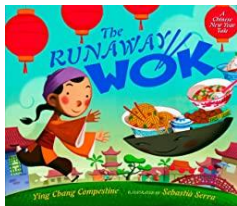
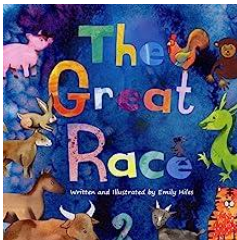
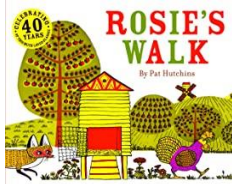
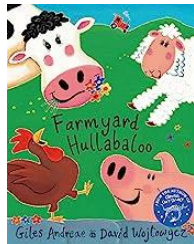
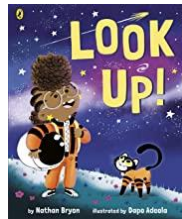

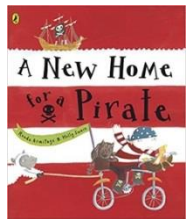
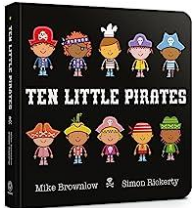



# Forty Hill CE School Writing Progression – Texts and Genre

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery key texts	 <p>+ children's own favourite stories from home</p>	 	 	 	 	 
Intended outcomes	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• we read English text from left to right and from top to bottom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> </ul> </li> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> </ul>

# Forty Hill CE School Writing Progression – Texts and Genre


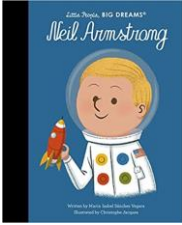
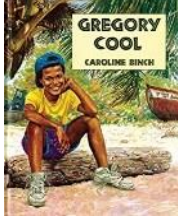
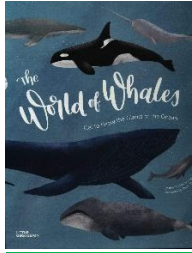
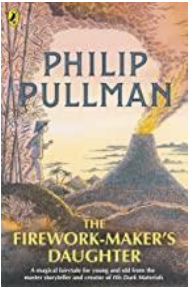
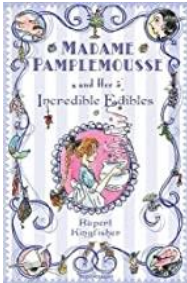
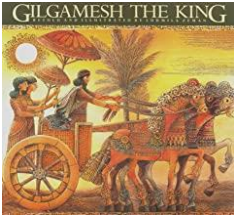



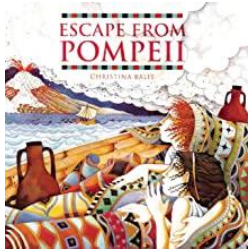
			<ul style="list-style-type: none"> <li>- Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> <li>- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</li> <li>- Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> <li>- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</li> <li>- Write some letters accurately.</li> </ul>
Reception key texts	 <p>Little Red Hen – Pie Corbett (2010 retelling)</p>	  <p>The Nativity Story</p>	 	 	 	 
Intended outcomes						

# Forty Hill CE School Writing Progression – Texts and Genre

<p>Year 1 key texts and genres</p> <p>Writing to entertain</p> <p>Writing to inform</p>	 <p>Dear Dinosaur by Chae Strathie</p>  <p>Gigantosaurus by Jonny Duddle</p>	 <p>Paddington by Michael Bond</p>  <p>London Calls! by Gabby Dawnay</p>	 <p>Stone Girl, Bone Girl by Laurence Anholt</p>  <p>The Tyger by William Blake</p>	 <p>Lin Yi's Lantern by Brenda Williams</p>  <p>Little Red by Bethan Woolvin</p>	 <p>The Tiger Who Came to Tea by Judith Kerr</p>  <p>Let's Celebrate by Debjani Chatterjee and Brian D'Arcy</p>	 <p>Journey by Aaron Becker</p>
<p>Intended outcomes</p>	<p><u>Writing to inform</u> Letter writing <u>Writing to entertain</u> Story – character and setting description</p>	<p><u>Writing to entertain</u> Character description. <u>Writing to inform</u> Non-Fiction - writing about London</p>	<p><u>Writing to entertain</u> Diary entries Poetry (write and perform) Kennings</p>	<p><u>Writing to entertain</u> Fairy and traditional tales Narrative – Retelling <u>Writing to inform</u> Little Red – Newspaper</p>	<p><u>Writing to inform</u> Instruction writing <i>How to make a Jam Sandwich</i> <u>Writing to entertain</u> <i>Repetition</i></p>	<p><u>Writing to entertain</u> Narrative for pictureless book <u>Writing to inform</u> Recount</p>
<p>Year 2 key texts and genres</p> <p>Writing to entertain</p>	 <p>Stone Age Boy – Satoshi Kitamura</p>	 <p>What's the commotion in the Ocean? – Nyasha Williams</p>	 <p>Man on the Moon – Simon Bartram</p>	 <p>The Field – Baptiste Paul</p>	 <p>Vlad and the Great Fire of London – Anthony Browne</p>	 <p>The Storm Whale – Benji Davies</p>



# Forty Hill CE School Writing Progression – Texts and Genre

<p><b>Writing to inform</b></p>		 <p>Greta &amp; The Giants - Zoe Tucker</p>	<p>Man on the Moon – Simon Bartrum</p>  <p>Neil Armstrong – Little People Big Dreams</p>	 <p>Gregory Cool – Caroline Binch</p>	<p>Vlad and the Great Fire of London – Kate &amp; Sam Cunningham</p>	 <p>The World of Whales – Little Gestalten</p>
<p>Intended outcomes</p>	<p><u>Writing to entertain</u> Setting Descriptions</p>	<p><u>Writing to entertain</u> Rhyming poetry <u>Writing to inform</u> Non-fiction – Newspaper</p>	<p><u>Writing to entertain</u> Narrative Writing with character description <u>Writing to inform</u> Biographies</p>	<p><u>Writing to entertain</u> Poetry from the Caribbean Story – setting and character description</p>	<p><u>Writing to entertain</u> Diary entries <u>Writing to inform</u> Newspaper writing (Through Topic)</p>	<p><u>Writing to inform</u> Explanation and persuasive writing – Information Booklet</p>
<p>Year 3 key texts and genres</p> <p><b>Writing to entertain</b></p> <p><b>Writing to inform</b></p> <p><b>Writing to persuade</b></p>				 		
<p>Intended outcomes</p>						

# Forty Hill CE School Writing Progression – Texts and Genre

	<p><b>Writing to entertain (T4W):</b> Description of a jungle (using setting from book)</p> <p><b>Writing to persuade:</b> Letter to character's father explaining why she should become a Firework Maker</p> <p><b>Writing to inform</b> Multicultural week: Biography – Nelson Mandela</p>	<p><b>Writing to entertain (T4W):</b> Narrative including dialogue</p> <p><b>Writing to inform:</b> Explanation text for how to create an Incredible Edible</p>	<p><b>Writing to entertain (T4W):</b> Rewriting narrative with an alternative ending – book as model text</p> <p><b>Writing to entertain:</b> Haiku poem based on story (Gilgamesh is one of the world's oldest poems)</p>	<p><b>Writing to entertain (T4W):</b> Play scripts – using dialogue from the book and creating play scripts from this (Mr Penguin)</p> <p><b>Writing to persuade:</b> Persuasive poster for people to adopt the cats of Rome</p> <p>(Cats of Rome)</p>	<p><b>Writing to inform (T4W):</b> Newspaper article based on Fox's raids on the farms.</p> <p><b>Writing to inform:</b> 1<sup>st</sup> person recount of raid from perspective of Mr Fox.</p>	<p><b>Writing to entertain (T4W):</b> Narrative which describes actions (eruption scene)</p> <p><b>Writing to persuade:</b> Persuasive leaflets to encourage tourism to site of Pompeii now.</p>
<p>Year 4 key texts and genres</p> <p><b>Writing to entertain</b></p> <p><b>Writing to inform</b></p> <p><b>Writing to persuade</b></p>	 <p>Beowulf – Rob Lloyd Jones</p>	 <p>The Boy Who Biked The World – On the Road to Africa – Alistair Humphreys</p>	 <p>Secrets of a Sun King – Emma Carroll</p>	 <p>The Vanishing Rainforest – Richard Platt</p>	 <p>Ice Trap! – Meredith Hooper</p>	 <p>Charlie and the Chocolate Factory – Roald Dahl</p>
Intended outcomes	<p><b>Writing to entertain –</b> Writing to introduce setting</p>	<p><b>Writing to inform –</b> Explanation text on how to survive in a desert (Elements of TfW)</p>	<p><b>Writing to persuade –</b> Persuasive letter to Ms Izard to allow our trip to the British Museum</p>	<p><b>Writing to inform –</b> Newspaper (deforestation)</p> <p><b>Writing to entertain –</b> Tanka poems</p>	<p><b>Writing to entertain –</b> Diary/ Letter writing</p> <p><b>Topic: Writing to inform –</b> Biography of Ernest Shackleton</p>	<p><b>Writing to entertain –</b> Narrative including dialogue (TfW)</p> <p><b>Writing to entertain –</b> Play scripts</p>

# Forty Hill CE School Writing Progression – Texts and Genre

	Writing to entertain – Writing to describe action (TFW)	Writing to entertain – Recount	Writing to entertain – Writing to create suspense (TFW)	Topic: <b>Writing to inform</b> Advert Poster		
Year 5 key texts and genres	<b>Autumn 1</b>  <i>How To Train Your Dragon</i> by Cressida Cowell	<b>Autumn 2</b>  <i>Wonder</i> by R.J. Palacio	<b>Spring 1</b>  <i>A Midsummer's Night Dream</i> by William Shakespeare  <i>Percy Jackson and The Lightning Thief</i> by Rick Riordan	<b>Spring 2</b>  <i>Phoenix</i> by S.F. Said	<b>Summer 1</b>  <i>Coming To England</i> by Floella Benjamin	<b>Summer 2</b>  <i>Kensuke's Kingdom</i> by Michael Morpurgo
Intended outcomes	<u>Writing to entertain</u> TFW unit: fantasy / adventure Focus: suspense <u>Writing to inform</u> Non-fiction: non- chronological report about dragons or instructions / explanations	<u>Writing to entertain</u> TFW unit: familiar settings / real life stories Focus: dialogue <u>Writing to persuade</u> Non-fiction: balanced argument about school	<u>Writing to entertain</u> Shakespeare unit: comedy/fantasy Focus: playscripts TFW unit: Myths & Legends Focus: character description / mythological description	<u>Writing to entertain</u> TFW unit: science fiction Focus: action/defeating a monster (alien) <u>Writing to discuss</u> Non-fiction: newspaper article about Pluto	<u>Writing to entertain</u> Fiction: Diary entry Performance poetry: John Agard (link to Topic) <u>Writing to inform</u> Non-fiction: biography of Floella Benjamin	<u>Writing to entertain</u> TFW unit: journey Focus: setting description <u>Writing to persuade</u> Non-fiction: persuasive advert for the trip around the world

# Forty Hill CE School Writing Progression – Texts and Genre

	<u>Writing to persuade</u> Multi-cultural week: persuasive speech (Martin Luther King)		<u>Writing to discuss</u> Non-fiction: debate (Athens vs Sparta) in Topic			
Year 6 key texts and genres	<u>Autumn 1</u>  <i>Letters From The Lighthouse</i> by Emma Carroll	<u>Autumn 2</u>  <i>Floodland</i> by Marcus Sedgwick	<u>Spring 1</u>  <i>A Midsummer Night's Dream</i> by William Shakespeare  <i>The Chocolate Tree</i> by Linda Lowery	<u>Spring 2</u>  <i>Skellig</i> by David Almond	<u>Summer 1</u>  <i>The One and Only Ivan</i> by Katherine Applegate	<u>Summer 2</u>  <i>There's a Boy in the Girls' Bathroom</i> by Louis Sachar
Intended outcomes	<u>Writing to entertain</u> TFW Unit – narrative Focus: setting description <u>Writing to inform</u> Poetry – evacuee, The Blitz spine poem Book Review – Letters from the Lighthouse	<u>Writing to discuss</u> Balanced argument – main character choices <u>Writing to entertain</u> TFW Unit – narrative Focus: characterisation and dialogue	<u>Writing to entertain</u> Playscripts <u>Writing to inform</u> Instructional report – Mayan Ball Game (Topic) <u>Writing to entertain</u> Mayan folktales	<u>Writing to entertain</u> TFW Unit – narrative Focus: creating suspense <u>Writing to inform</u> TFW unit – non-fiction Newspaper reports <u>Writing to discuss</u>	<u>Writing to discuss</u> Biased argument – animals in captivity <u>Writing to inform</u> Biography of Sir David Attenborough <u>Writing to persuade</u> Persuasive writing linked to traffic	<u>Writing to entertain</u> Letter to main characters Diary entries



## Forty Hill CE School Writing Progression – Texts and Genre

	<u>Writing to persuade</u> <i>Speech campaigning for free school meals (Multicultural Week)</i>	Diary entries and letters in role (link to TFW)		Balanced argument – home schooling	<i>calming (Global Neighbours Week)</i>	
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