

Kingsway Primary School Reading and Writing Genre Map

This table outlines when each genre is visited during the child's journey throughout Kingsway Primary School. It also illustrates how the development of genre links to our curriculum drivers.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery text	Owl Babies Three Little Pigs Dear Zoo	We're going on a Bear Hunt & We're going on an Elf Chase What the Ladybird Heard A squash and a Squeeze Billy's Bucket	Shark in the park The Gingerbread Man Little Red Hen Brown Bear	Goldilocks Little Lumpty Dinosaur Stomp	The Tiger who came to tea Each Peach Pear Plum The Gruffalo	Handa's Surprise Elmer
Reception genres	Free writing/drawing mark making opportunities	Messages to friends Letters	Character/setting descriptions Messages Labels	Non-fiction explanations Captions Messages/Labels	Narrative Captions Messages/ Letters	Captions Report: Information book
Reception text curriculum drivers	The 3 Little Pigs Goldilocks We're going on a bear hunt.	Zog Stick Man The Princess and the pea The Nativity	Whatever Next? The Smeds and the Smoos Superworm	Here we are Somebody swallowed Stanley The snail and the Whale	Supertato series Oliver's vegetables Jack and the Beanstalk	Zog the flying Doctors The Giant Jam Sandwich People who help us
R curriculum driver	All about me/ Changes Main subject driver: PSHE		The World all around us Main subject driver: Geography		People who help us Main subject driver: PSHE	
Year One genres	Narrative Instructions Letter writing	Narrative Descriptions Poetry	Narrative- fairy tales Poster	Recount of a trip	Narrative Recount	Narrative Poetry
Year One text curriculum drivers	Little Miss Bossy and the Mr Men Dangerous	Walking through the Jungle.	The Gingerbread Man Traditional Tale (Shrek); Lost and	Aliens love underpants; Mr Wolf's Pancakes and	Jack and the Beanstalk; The Smartest Giant in Town	Peter Rabbit; The Last Tree.

	Bear Hunt		Found and Dogger	Cops and Robbers		
Y1 curriculum driver	Animal adventures Main subject driver: Science		Toys in Brilliant Britain Main subject driver: History		Cool Kingsway Main subject driver: History/Geography	
Year Two genres	Narrative Character descriptions Poetry	Recount Narrative Instructions	Non-chron. report Poetry	Recount Instructions	Narrative Letter	Recount
Year Two text curriculum drivers	A Bear Called Paddington Samuel Pepys Diary adaptation	Little Red Riding Hood; The Titanic; The Snow Queen	The Tin Forest; Mind Hug; Lila and the secret of the rain; Pet Tales; The Flower by John Light	Non-fiction texts linked to The Jungle e.g. dinosaurs, animals	The Life of Grace Darling. The Lighthouse Keeper's Lunch.;Ava Twist, Scientist/Rosie Reveer, Enginee	Katie Morag and the New Pier; Over in Australia. Amazing animals down under
Y2 curriculum driver	Fire and Ice/ Nosey neighbours Main subject driver: History		Life down under in Amazing Australia Main subject driver: Science/Geography		Inventors/ Whatever the weather Main subject driver: Science/ History	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Three genres	Descriptions of Ug and his family Narrative retell Character/settings Non-chron report on Stone Age roundhouses Poetry	Mythical Narrative based on Theseus and the Minotaur Recount of trip/ experience	Poetry Diary Recount of animal Explanation of views from the window	Recount - Newspaper Article Play-script	Letter Advert/poster – persuasive Speech - persuasive	Narrative Instructions
Year Three text curriculum drivers	Ug Boy Genius Stoneage Boy	Myths and Legends: Theseus and the Minotaur; Hercules. Aesop's Fables (Traditional Tales)	A diary of a Killer Cat by Anne Fine The Window by Jeannie Baker The Tunnel by Anthony Browne	The sea by James Reeves The River Once upon a raindrop Sheep Pig by Dick-King Smith	Ancient Egypt: Tales of Gods and Pharaohs Belonging by Jeannie Baker	Secrets of a Sun King by E. Carroll The Green Ship
Y3 curriculum driver	Britain rocks! Stone Age to Iron Age Main subject driver: Science		Water, water H2O, Rivers Main subject driver: Science/Geography		Ancient Egyptians Main subject driver: History	

Year Four genres	Narrative – magical story innovation based on picture book Character/settings Descriptions	Non-chron. Report on pets Poetry – Magic Box Instructions – how to be a good friend	Recount of snow event Letter to effect change Explanation: how a volcano/earthquake functions	Recount - Newspaper Biography Play-script	Advert/poster – persuasive Speech - persuasive Letter	Descriptions Narrative- fables Character/settings Poetry
Year Four text curriculum drivers	Leon and the place in between The Pirate Cruncher A Street Through Time	The Magic Box The Roman Mysteries by C. Lawrence Romans on the rampage, J. Strong	The Secrets of Vesuvius Escape from Pompeii by Christina Balit	How to train your dragon Limericks by Edward Lear Chocolate Cake by M. Rosen	Until I met Dudley The Train to Impossible places	The Iron Woman Poetry anthology by Ted Hughes Kennings poetry
Y4 curriculum driver	The radical, rotten Romans Main subject driver: History		Watch out Mother Nature’s about- Natural Disasters Main subject driver: Geography		Struggle for the Kingdom: Vikings/Saxons/ Scots Main subject driver: History	
Year Five genres	Narrative – exploring adventure theme Descriptions Character/settings	Recount –Newspaper Non-chron. Report	Biography Recount – Newspaper	Narrative Instructions Book review	Poetry Narrative – myths/ legends Character/settings Explanation	Debate: balanced argument Persuasive Speech/letter
Year Five text curriculum drivers	The Explorer by Katherine Rundell The Wolves in the Wall by Neil Gaimann	The Great Kapok Tree	Journey by A.Becker Quest by A.Becker	The Rain Player	Mythologica: An encyclopedia of Gods, Monsters and Mortals from Ancient Greece	Adventures of Odysseus: Jason and the Argonauts/G.Fleece The Day the Crayons Quit
Y5 curriculum driver	South American Adventures Main subject driver: Geography		Maya Mysteries Main subject driver: History		Ancient Greece Main subject driver: History	

Year Six genres	Narrative Letter writing formal Diary informal	Narrative Persuasive Speech Poetry Newspaper article/ report based on the Highwayman	Persuasive brochure on the Giant's necklace Narrative - suspense stories (Alma)	Non-chronological reports The Man Who Walked Between the Towers Biography – character of August in Wonder Instructions linked to recycling / fair trade	Debate - Friend or Foe (– was David right to help the Germans) Recount - Blitz news reel	Narrative Atomic Diary writing The piano
Year Six text curriculum drivers	Fox True story of the three little pigs	Highwayman Poem The Dark	The Giant's Necklace	Wonder by J.Palacio	Friend or Foe	The Boy in the Striped Pyjamas Atomic
Y6 curriculum driver	Crime and Punishment Main subject driver: History		One World - Fair Trade Main subject driver: Geography		WW2/ Europe Main subject driver: History	

Kingsway Primary School - genre progression document

An incremental genre progression of the composition of writing, which demonstrates how we build on prior knowledge and ensure our pupils can do more, know more and remember more.

	Fiction			Non-fiction					
	Narrative	Poetry	Description /Letter	Instructions	Recount	Report	Persuasion	Explanation	Discussion
Reception	Orally rehearse familiar and imaginative stories. Write a simple retelling of a story using connected sentences. Write labels using finger spaces Write lists		Write a letter starting with 'Dear' Write a sentence that conveys meaning.	Write a set of simple instructions that are in sequence	Orally recount an experience of a school trip, visitor or a home trip				
Year One	Sequencing sentences to form short narratives Composing a sentence orally before writing. Describe the characters in the Mr Men stories. Innovate own traditional stories. Use words from own reading to enhance written work	Poetry using sensory descriptions	Write a description in the format of a lost and found poster	Sequenced instructions for Miss Bossy to wash her hands / play stuck in the mud Sequencing sentences to form instructions	Write a sequenced recount of an event				

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Year Two	<p>Develop positive attitudes towards and stamina for writing by: Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	Write down ideas and/or key words, including new vocabulary	<p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p>	Read aloud what they have written with appropriate intonation to make the meaning clear	<p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Understand the purpose and audience of writing</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Understand the cycle of improvement: say, plan, write, review, edit</p>			

	Fiction			Non-fiction					
	Narrative	Poetry	Description /Letter	Instructions	Recount	Report	Persuasion	Explanation	Discussion
Year Three	<p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In mythical stories build plot, characters, paragraphs and integrate dialogue to convey actions</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>In play-scripts use oral composition to lead to written outcome of writing dialogue for characters</p> <p>In narrative writing build plot, characters, paragraphs and integrate dialogue to convey actions – create an</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Use poetry as a vehicle for learning imaginative and figurative language</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Create an information text where paragraphs are organised around a theme</p> <p>Create instructions that have sequenced steps and use organisational devices</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas in planning format</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use diary writing to describe and inform</p>	<p>Organising paragraphs around a theme</p> <p>In non-chronological report linked to theme, use simple organisational devices [for example, headings and sub-headings]</p>	<p>Write persuasively to entertain and convince your audience</p> <p>Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an</p>	

	extended story							explanation or a description.	
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Year Four	<p>Discussing and recording ideas in planning format Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>In narratives, create imaginative settings, characters and create a developed plot structure when writing</p> <p>Use paragraphs to move action forward</p> <p>In stories build plot, characters, paragraphs and integrate dialogue to convey actions (Y3)</p> <p>Integrate dialogue to move a story forward</p> <p>In play-scripts use oral composition to lead to written outcome of writing dialogue for characters (Y3)</p>	<p>Use oral composition to lead to written outcomes</p> <p>Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (</p>	<p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors</p>	<p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors</p>	<p>Organising paragraphs around a theme independently</p> <p>In non-chronological report linked to theme, use simple organisational devices [for example, headings and sub-headings] (Y3)</p>	<p>Build an increasing range of sentence structures e.g. contrasting long and short sentences for effect</p> <p>Use techniques to highlight key words e.g. bold, underline</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and to build a rich vocabulary</p> <p>Proof-read for spelling and punctuation errors</p>	

	Fiction			Non-fiction					
	Narrative	Poetry	Description /Letter	Instructions	Recount	Report	Persuasion	Explanation	Discussion
Year Five	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by: In narratives, describing settings, characters</p> <p>Summarise and present a familiar story in their own words</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation</p>	<p>Build an increasing range of sentence structures e.g. contrasting long and short sentences for effect</p>	<p>Write using standard English</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Assessing the Effectiveness Of their own And others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Noting and developing initial ideas, drawing on research where necessary</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Write persuasively to engage and interest the reader</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and to build a rich vocabulary</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using some devices to build cohesion within and across paragraphs</p> <p>Proof-read for Spelling and Punctuation errors</p>

	Fiction			Non-fiction					
	Narrative	Poetry	Description /Letter	Instructions	Recount	Report	Persuasion	Explanation	Discussion
Year Six	<p>In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y6)</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary (Y5)</p> <p>Assess the effectiveness of their own and others' writing by editing and peer marking against success criteria</p>	<p>Use <u>a wide range of devices</u> to build cohesion across paragraphs.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Use layout devices e.g. headings, sub-headings columns, bullets, or tables, to structure text</p> <p>Using <u>a wide range of devices</u> to build cohesion across paragraphs. Create links within paragraphs and from the beginning to the end of a piece of writing</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p>	<p>Precise longer passages.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>- Precising longer passages.</p>	<p>Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>

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Blue = new

Green = already seen