



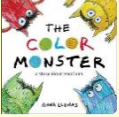
Writing Genre Coverage 2025-2026

	Year 1 Julia Donaldson	Year 2 Oliver Jeffers	Year 3 Roald Dahl	Year 4 David Walliams	Year 5 Vashti Hardy	Year 6 JK Rowling
Week 1	 <p align="center">'Ruby's Worry' by Tom Percival– whole school writing focus</p>					
Aut I	<p>In the Autumn term, Year 1 children will build upon the foundations established in EYFS, with a key focus on developing transcription fluency to support later composition. Writing lessons will prioritise secure pencil grip, posture and core strength alongside correct letter formation and orientation through the teaching of letter families. Dictation linked to taught phonics will support children in applying their phonics knowledge to spell words and simple sentences accurately. A particular focus will be placed on Read Write Inc. red words and Year 1 common exception words. Sentence construction will be taught through Colourful Semantics, enabling children to orally rehearse and write simple subject-verb sentences with increasing independence.</p>	<p>In Autumn 1, Year 2 children will consolidate the writing skills developed in Year 1 Summer term. This includes using Colourful Semantics to construct sentences with adjectives and conjunctions, and applying these skills within their writing. Children will continue to develop their composition through Talk Through Stories texts, with a focus on oral rehearsal, sequencing ideas, and writing simple narratives. Emphasis will also be placed on increasing independence, fluency, and confidence in both sentence construction and extended writing.</p>	<p>Non-Chron report Roald Dahl - Year 3 feature author</p>	<p>Non-Chron report David Walliams - Year 4 feature author</p>	<p>Non-Chron Report Linked to Brightstorm story by Year 5 feature author Vashti Hardy.</p>	<p>Recount Harry Potter Biography linked to characters in text.</p>
		<p>Narrative Stone Age Boy Four part story (first person) -</p>	<p>Recount Autobiography – (first person with clear audience) - All About Me</p>	<p>Narrative Alma Create story narrative to go with silent short movie.</p>	<p>Narrative Jason & The Argonauts Re-write play into narrative. (Story openings focus)</p>	
Aut II		<p>Narrative What the Ladybird Heard Write sentences linked to stories. Focus on use of adjectives and conjunctions. Include use of question and exclamation marks.</p>	<p>Non-Chron Report Volcanoes - clear audience, formal style & specific language choices.</p>	<p>Narrative Mr. Stink Re-tell. Focus on expanded noun phrases for description and adverbial openers – introduce use of direct speech.</p>	<p>Persuasion Write a persuasive holiday brochure for Mexico.</p>	<p>Narrative Re-write Jason & the Argonauts play into narrative. (Dialogue & atmosphere focus for scene 2)</p>
		<p>Non Chron report Oliver Jeffers Year 2 feature author</p>	<p>Narrative Four part story (third person) - Elf on the Shelf</p>	<p>Non-Chron report Teeth – clear audience and form. Focus on adverbial openers</p>	<p>Narrative The Snowman Write a descriptive scene from the story/film. Focus on descriptive & atmospheric vocabulary.</p>	<p>Narrative Re-tell 'crashing rocks' scene from play. Focus on description/atmosphere.</p>



'The Bad Seed' by John Jory – whole school writing focus

Week 1	<div style="display: flex; align-items: center; justify-content: center;">  <p>'The Bad Seed' by John Jory – whole school writing focus</p> </div>					
Spring I	<p>In the Spring term, Year 1 children build on Autumn transcription skills, focusing on sentence fluency and early composition. Handwriting continues to emphasise correct letter formation, orientation, and consistency, with increasing fluency and stamina. Dictation linked to phonics supports spelling accuracy, including Read Write Inc. red words and Year 1 common exception words within sentences. Sentence work develops through Colourful Semantics, moving from simple subject–verb sentences to subject–verb–object structures, with the introduction of the conjunction “and”. Children also begin composing more independently through Talk Through Stories, using oral rehearsal, storytelling, and shared writing to sequence ideas, retell narratives, and write simple sentences about characters, settings, and events, supported by teacher modelling of vocabulary and sentence construction.</p>	<p>Narrative The Gingerbread Man Re-tell a three part traditional tale.</p>	<p>Narrative Escape from Pompeii. Story re-tell.</p>	<p>Narrative Oliver Twist Character description of Fagan. Focus on descriptive devices - expanded noun phrases & adverbs.</p>	<p>Non-Chron report Natural disasters – distinct form and audience.</p>	<p>Non-Chron report Mythical creature – distinct form and specific audience.</p>
		<p>Narrative The Storm Whale Re-tell a basic three part story about a central character..</p>	<p>Instructions How to make a pneumatic balloon car.</p>	<p>Non-Chron report Characters in Oliver Twist / Victorian Workhouses tbc.</p>	<p>Narrative Viking Boy Re-tell story. Focus on use of language for atmosphere.</p>	<p>Narrative Character description – Link to Harry Potter text. Recap dialogue and atmosphere.</p>
Spring II	<p>In the Spring term, Year 1 children build on Autumn transcription skills, focusing on sentence fluency and early composition. Handwriting continues to emphasise correct letter formation, orientation, and consistency, with increasing fluency and stamina. Dictation linked to phonics supports spelling accuracy, including Read Write Inc. red words and Year 1 common exception words within sentences. Sentence work develops through Colourful Semantics, moving from simple subject–verb sentences to subject–verb–object structures, with the introduction of the conjunction “and”. Children also begin composing more independently through Talk Through Stories, using oral rehearsal, storytelling, and shared writing to sequence ideas, retell narratives, and write simple sentences about characters, settings, and events, supported by teacher modelling of vocabulary and sentence construction.</p>	<p>Instructions Write instructions to make sandwiches. Focus on imperative verbs.</p>	<p>Non-Chron Report Impact of Roman Empire on Britain – focus on writing of extended sentences under given sub- headings.</p>	<p>Persuasion Scandinavia Travel Brochure – Focus on typical persuasive phrases, alliteration & tactics for grabbing attention.</p>	<p>Recount Beowulf Diary entry from perspective Beowulf.</p>	<p>Persuasion Write a hotel brochure. Focus on range of persuasive presentational & linguistic devices.</p>
		<p>Narrative Class 2 at the Zoo Re-tell three part story.</p>	<p>Recount HISTORY LINK Diary entry – write in role as a Roman Soldier. Focus on chronological order and use of suitable time connectives.</p>	<p>Recount Diary entry - a day in the life of a Victorian school child. Link to Beamish visit. Focus on fronted adverbials.</p>	<p>Narrative Beowulf Character description of Grendel – focus on language for detail and atmosphere.</p>	<p>Persuasion Write a formal letter to council to complain about teenagers in the park.</p>

Week 1	 'The Colour Monster' by Anna Llenas – whole school writing focus					
Summer I	<p>In the Summer term, Year 1 children continue to build on their transcription and sentence skills, with a growing focus on fluency, independence and composition. Handwriting expectations remain consistent, with increasing automaticity and stamina in extended writing. Sentence construction develops further through Colourful Semantics, with children writing sentences that include adjectives to add detail and conjunctions (e.g. “and”, “because”) to extend ideas and join clauses. Children are also introduced to question marks and exclamation marks, learning to use them appropriately. Through Talk Through Stories texts, children are given regular opportunities for oral rehearsal, shared writing and independent composition. They begin to apply their understanding of story structure more confidently, retelling narratives with increasing independence. Teachers continue to model vocabulary and sentence structure, supporting children to develop clearer, more detailed writing and greater control over their ideas.</p>	<p>Non-Chron Report The Great Fire of London. Focus on organization of facts under given sub-headings.</p>	<p>Non-Chron Report Write a report on the Ancient Egyptians. Clear audience & form.</p>	<p>Narrative Thor’s Hammer Re-tell of Anglo Saxon myth. Focus on use of figurative language to create mood and atmosphere.</p>	<p>Recount Biography on Henry VIII linked to History topic.</p>	<p>Narrative Plan & write a story with a distinct atmosphere (mystery focus)</p>
		<p>Narrative The Lighthouse. Re-tell four part story. Focus on range of sentence types and language to add detail.</p>	<p>Recount Write in role as Howard Carter. Focus on use of different sentence openers.</p>	<p>Non-Chron report The Main Rivers of the World. Focus on use of paragraphs. Link to geog topic.</p>	<p>Discussion The King Who Banned the Dark Write text giving arguments for and against keeping the light on.</p>	<p>SATS PREP</p>
Summer II	<p>In the Summer term, Year 1 children continue to build on their transcription and sentence skills, with a growing focus on fluency, independence and composition. Handwriting expectations remain consistent, with increasing automaticity and stamina in extended writing. Sentence construction develops further through Colourful Semantics, with children writing sentences that include adjectives to add detail and conjunctions (e.g. “and”, “because”) to extend ideas and join clauses. Children are also introduced to question marks and exclamation marks, learning to use them appropriately. Through Talk Through Stories texts, children are given regular opportunities for oral rehearsal, shared writing and independent composition. They begin to apply their understanding of story structure more confidently, retelling narratives with increasing independence. Teachers continue to model vocabulary and sentence structure, supporting children to develop clearer, more detailed writing and greater control over their ideas.</p>	<p>Narrative Pirates Next Door Re-tell four part story. Focus on clear use of subordination and co-ordination.</p>	<p>Persuasion Formal letter to supermarkets, linked to OPAL project. Focus on style and vocabulary appropriate for the reader.</p>	<p>Persuasion Formal letter to head teacher to request extra playtime in summer term. Focus on style and vocabulary appropriate for the reader.</p>	<p>Narrative Leon and the Place Between Re-tell story – change parts of story for own ideas.</p>	<p>Narrative Plan & write mystery narrative with character focus. (Revise dialogue, character and description)</p>
		<p>Recount Write a recount about school trip to the beach.</p>	<p>Instructions How to make a healthy pizza. Focus on adverbial openers, adverbs, language, brackets for extra detail.</p>	<p>Narrative Gangsta Granny. Write a character description in the form of a wanted poster. Focus on adverbial openers and extended sentences to add detail.</p>	<p>Persuasion A Planet full of Plastic Formal letter to council to persuade them to do more about litter pollution at the beach. Use text</p>	<p>Discussion Social media linked. Focus on specific form and audience.</p>