
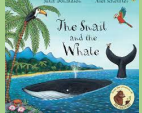
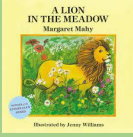

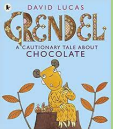
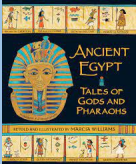


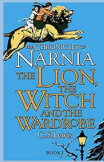
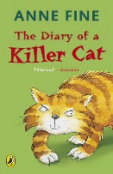



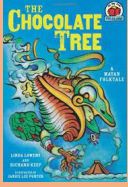




Hebden Royd C of E Primary Writing Genre Map (A)

YEAR GROUP	AUTUMN	SPRING	SUMMER
Year 1	<p>PHONICS: Review of previously taught GPC's</p> <ul style="list-style-type: none"> PHASE 5 including alternatives & lesser-known GPC's 	<p>PHONICS:</p> <ul style="list-style-type: none"> PHASE 5 alternative spellings for previously taught sounds. Revision of Phase 2, 3 & 4 	<p>Ready To Write</p> <ul style="list-style-type: none"> Writing within Foundation Subjects <p>POETRY:</p> <ul style="list-style-type: none"> Poetry on a theme
Planning	<ul style="list-style-type: none"> say out loud what they are going to write about compose a sentence orally before writing it 		
Drafting	<ul style="list-style-type: none"> sequence sentences to form short narratives 		
Editing	<ul style="list-style-type: none"> re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 		
Year 2	<p>GPS CONSOLIDATION:</p> <ul style="list-style-type: none"> Phonics Consolidation <p>NARRATIVE:</p> <ul style="list-style-type: none"> Stories by the same author <div style="display: flex; justify-content: space-around;">   </div> <p>NON-FICTION TEXT:</p> <ul style="list-style-type: none"> Instructions Recount 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> stories with familiar settings – setting description <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> write a postcard (<i>history/geography link</i>) <p>NON-FICTION TEXT:</p> <ul style="list-style-type: none"> Informal letter writing (<i>this can be loosely based around stories with familiar patterns from year 1 – letters to characters etc</i>) 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> Traditional tales – character description Alternate ending to trad tale <div style="text-align: center;">  </div> <p>NON-FICTION TEXT:</p> <ul style="list-style-type: none"> Newspaper report (<i>English, science or topic</i>) <p>POETRY:</p> <ul style="list-style-type: none"> Poetry – Haiku – syllabic poetry around themes/nature
Planning	<ul style="list-style-type: none"> plan or say out loud what they are going to write about 		
Drafting	<ul style="list-style-type: none"> write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence 		
Editing	<ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation 		
Year 3 & 4	<p>GPS CONSOLIDATION:</p> <ul style="list-style-type: none"> Ready to Write <p>NARRATIVE:</p> <ul style="list-style-type: none"> Traditional tales (fables) <div style="display: flex; justify-content: space-around;">   </div> <p>NON-FICTION TEXT:</p> <ul style="list-style-type: none"> Instructions (<i>history link ANCIENT EGYPT – how to make a mummy</i>) Diary writing <p>POETRY:</p> <ul style="list-style-type: none"> Poetry to perform 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> Narrative structure & devices – <i>alternative beginnings to stories</i> <div style="display: flex; justify-content: space-around;">   </div> <p>NON-FICTION TEXT:</p> <ul style="list-style-type: none"> Newspaper reports Persuasive writing – discussion (leaflet) <p>POETRY:</p> <ul style="list-style-type: none"> Poetry – syllabic 	<p>NARRATIVE:</p> <ul style="list-style-type: none"> Diary writing – as a character <div style="text-align: center;">  </div> <p>NON-FICTION TEXT:</p> <ul style="list-style-type: none"> Formal letter writing (<i>geography or science link</i>) Explanation text (<i>history link STONE AGE to IRON AGE</i>) <p>POETRY:</p> <ul style="list-style-type: none"> Take One Poet

Planning	YEAR 3 & 4 <ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 		
Drafting	YEAR 3 & 4 <ul style="list-style-type: none"> • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings) 		
Editing	YEAR 3 & 4 <ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 		
Year 5 & 6	<p><u>GPS CONSOLIDATION:</u></p> <ul style="list-style-type: none"> • Ready to Write <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> • Stories from other cultures (history link The Vikings)  <ul style="list-style-type: none"> • Suspense & Mystery  <p><u>NON-FICTION TEXT:</u></p> <ul style="list-style-type: none"> • Biography (history & RE link SAXONS & SCOTS King Ethelbert) • Instructional writing 	<p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> • Narrative from perspective of inanimate object  <p><u>NON-FICTION TEXT:</u></p> <ul style="list-style-type: none"> • Advert (science or geography link EARTH & SPACE) • Persuasive Letter Writing (discussion) 	<p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> • Folk tales (history link MAYANS)  <p><u>NON-FICTION TEXT:</u></p> <ul style="list-style-type: none"> • Report (science investigation ELECTRICITY or PROPERTIES OF MATERIALS) • Summary of passage or whole text (geography link) <p><u>POETRY:</u></p> <ul style="list-style-type: none"> • Rhyming Schemes
Planning	YEAR 5 & 6 <ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary 		
Drafting	YEAR 5 & 6 <ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • précising longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader 		
Editing	YEAR 5 & 6 <ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 		