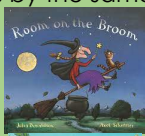
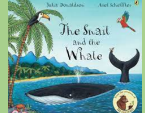
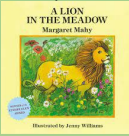

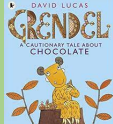
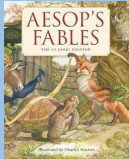


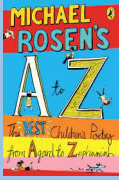
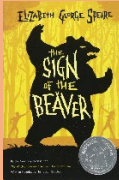





Hebden Royd C of E Primary Writing Genre Map (B)

| 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 (<i>history link</i>) | <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>NON-FICTION:</p> <ul style="list-style-type: none"> Instructions (<i>D&T link</i>) Diary writing <p>NARRATIVE:</p> <ul style="list-style-type: none"> Traditional tales <div style="text-align: center;">  </div> <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>different beginnings to stories/alternative versions focus on imaginary worlds/fantasy</i> <div style="text-align: center;">  </div> <p>NON-FICTION:</p> <ul style="list-style-type: none"> Formal letter writing (<i>D&T & history link – write to a local Greek restaurant</i>) Newspaper reports (<i>history link</i>) <p>POETRY:</p> | <p>NARRATIVE:</p> <ul style="list-style-type: none"> Diary writing – as a character <div style="text-align: center;">  </div> <p>NON-FICTION:</p> <ul style="list-style-type: none"> Persuasive writing – discussion (leaflet) Explanation text (<i>science link LIVING THINGS & HABITATS – label a plant and write about how it grows/flowers etc</i>) Report/recount (<i>geography link THE CALDER VALLEY & BEYOND – local walk or trip</i>) |

| | | | |
|-----------------------|--|--|---|
| |  | Poetry – syllabic | POETRY: <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 | GPS CONSOLIDATION: <ul style="list-style-type: none"> Ready to Write NARRATIVE: <ul style="list-style-type: none"> Story writing - character description Letter writing (<i>based on character in Skin of the Beaver</i>)  NON-FICTION: <ul style="list-style-type: none"> Biography (<i>D&T link Famous Bridge Engineers, Designers and Architects</i>) Report writing – explanation | FICTION: <ul style="list-style-type: none"> Story writing – setting description NON-FICTION: <ul style="list-style-type: none"> Non-chronological <i>report (history link)</i> Instructional writing Balanced argument (<i>discussion</i>) | NARRATIVE: <ul style="list-style-type: none"> Science Fiction  NON-FICTION: <ul style="list-style-type: none"> Report (<i>Fairtrade science/D&T link</i>) POETRY: Poetry – figurative & metaphorical |
| 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 precising 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 | | |