



Fiction Text Type Plan



	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition The Authorial Process	<p>Planning</p> <ul style="list-style-type: none"> • Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> • Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Discuss what they have written with the teacher and other pupils. 	<p>Planning</p> <ul style="list-style-type: none"> • Jot down key words and new vocabulary on working wall • Say aloud what they are going to write about <p>Drafting</p> <ul style="list-style-type: none"> • Compose a sentence orally before they write it <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher and other pupils <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Planning</p> <ul style="list-style-type: none"> • Plan or say aloud what they are going to write • Write down ideas/key words including new vocabulary <p>Drafting</p> <ul style="list-style-type: none"> • Encapsulate what they want to say sentence by sentence • Write narratives about personal experiences and those of others <p>Evaluating and Editing</p> <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 • Proof-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written so that the meaning is clear.</p>	<p>Planning</p> <ul style="list-style-type: none"> • Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar <p>Drafting</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures • Organise paragraphs around a them • Create settings, characters and plots <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and other's writing suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns • Proof-read for spelling and punctuation errors <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>Planning</p> <ul style="list-style-type: none"> • Identify the audience and purpose of the writing and select the appropriate form • Note and develop initial ideas, drawing on reading and research, where necessary <p>Drafting</p> <ul style="list-style-type: none"> • Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning • Precise longer passages • Use a range of devices to build cohesion within and between paragraphs • Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Evaluating and Editing</p> <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 that consistent and correct use of tense throughout a piece of writing • Ensure correct subject and very agreement when using singular and plural • Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>

Happy Handwriting Scheme (Collins) – reflects Little Wandle formation and style.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Begin to form digits 0-9

Sit correctly at a table, holding a pencil comfortably and correctly
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
Form capital letters.
Form digits 0–9.
Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Correctly form all lower-case letter correctly.
Formation of capitals and digits 0-9 using the correct size and orientation.
Use consistent spacing between words.
Begin to use diagonal and horizontal strokes to join letters.

Horizontal and diagonal strokes needed to join letters.
Increase consistency, legibility and quality of handwriting.

Writing legibly, fluently and with increased speed.
Choosing writing style for the task.

Text	Narrative – Writing to Entertain		Purpose		Types
	Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Narrative types are developed throughout the school
Year	Narrative Styles/Organisation	Sentence Features	Grammatical Features	Punctuation	Key Vocabulary
Rec	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct.	Spaces to separate words Capital letter and full stop.	Word Sentence Capital letter Full stop Finger Space
Year 1/2	Fairy tales Familiar settings Well-known stories Fantasy Traditional tales Adventure	Use of simple sentence structures. Size adjectives big, small, enormous big, bigger, biggest	Noun and noun phrases Consistent Past tense Adjectives Adventurous vocabulary Progressive verb form	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I.	Exclamation Marks Nouns Adjectives Poem Fairy Tale/story

	<p>Clear beginning and end using story language e.g. Once upon a time, One day, In the end.</p> <p>Sentences written in chronological order indicated by time word</p> <p>Characters and setting are described in detail</p> <p>Paragraphing for a change of time or place (Yr2)</p> <p>Trigger event followed by a series of events and a conclusion</p> <p>Correct use of pronoun Peter and Jane, they</p>	<p>Emotion adjectives sad, angry, cross, happy</p> <p>Pronouns I, she, he, they</p> <p>Prepositions up, down, into, out, to, onto</p> <p>Time references once upon a time, one day, happily ever after</p> <p>Simple adverbs to express how to do an action</p> <p>Noun phrases to describe Story Language</p> <p>Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p> <p>Story Starters by the next morning, one day, as soon as</p> <p>Story Endings in the end, at the end of the day</p> <p>Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Subordinating and Coordinating conjunctions</p> <p>Consistent use of tense throughout the piece</p> <p>Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives</p> <p>Third person</p>	<p>Apostrophe for contraction</p> <p>Possessive apostrophe for singular nouns</p> <p>Commas in a list</p>	<p>Past tense</p> <p>First person</p> <p>Traditional Tale</p> <p>Noun phrase</p> <p>Verb</p> <p>Adverb</p> <p>Conjunction</p> <p>Comma</p> <p>List</p> <p>Apostrophe</p> <p>Main clause</p> <p>Third person</p>
<p>Year 3</p>	<p>Dilemmas</p> <p>Traditional/Fairy stories</p> <p>Familiar settings</p> <hr/> <p>Time and place referenced at the start of each sentence.</p> <p>Characters are introduced and who, what, when, where and why are established.</p> <p>Story flows well and raises doubt and suspense.</p> <p>There is a clear complication and events, which are paragraphed throughout.</p> <p>Cohesion throughout .</p>	<p>Variation in sentence structures:</p> <p>Prepositional phrases</p> <p>Expanded noun phrases</p> <p>Subordinate Clauses</p> <p>Story Language</p> <p>Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily</p>	<p>Adverbs of time</p> <p>Adverbs of place</p> <p>Adverbs of manner</p> <p>Adverbs to show how often</p> <p>Nouns and pronouns used for clarity and cohesion</p> <p>A wider range of conjunctions</p> <p>Correct use of simple present, present progressive and present perfect</p> <p>Fronted adverbials</p> <p>Implied second person</p>	<p>Apostrophes to mark singular and plural possession</p> <p>Commas in a list</p>	<p>Dilemma</p> <p>Similes</p> <p>Expanded noun phrase</p> <p>Apostrophe</p> <p>Pronoun</p> <p>Fronted adverbial</p> <p>Subordinate clause</p> <p>Power of 3</p> <p>Present tense paragraph</p>

		<p>Accurate Action Verbs pushed, rushed, shoved</p> <p>Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>			
Year 4	<p>Adventure Myths Fables Fantasy</p>	<p>Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses</p> <p>Story Language Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily</p> <p>Conjunctions to add information moreover, furthermore, in addition, in due course</p> <p>Power of 3 He leaped from his horse, charged to the gate and raised his sword.</p>	<p>Nouns and pronouns used for clarity and cohesion. A wider range of conjunctions. Correct use of simple present, present progressive and present perfect. Fronted adverbials Implied second person</p>	<p>Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials. Inverted commas if using quotations Brackets</p>	<p>Myths Adventure Similes Metaphors Prepositional Phrase Cohesion Implied second person Inverted commas Brackets</p>
	<p>Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events</p>				
Year 5	<p>Science-fiction Fantasy Other cultures</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion</p>	<p>Brackets Dashes Colons</p>	<p>Science fiction fantasy Similes and metaphors personification Modal verbs Relative clause Present progressive tense</p>

	<p>Opening and resolution shape the story. Paragraphs varied in length and structure.</p>	<p>Simile and Metaphor ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face.</p> <p>Adverbs for Frequency or Subtlety often, seldom, exactly, suspiciously, craftily</p> <p>Repetition The boys ran and ran until they could run no more.</p> <p>Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	<p>Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type. Pronouns used to hide the doer of the action – it crept into the woods.</p>		<p>Dash Colon</p>
<p>Year 6</p>	<p>Adventure Flashbacks Mystery Other cultures Historical Classics</p> <hr/> <p>The story is well constructed and raises intrigue. Dialogue is used to move the action on or to heighten empathy for a character. Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text.</p>	<p>Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses</p> <p>Variation in sentence length</p> <p>Active and Passive They removed the ring from the drawer. The ring was removed from the drawer.</p> <p>Modifiers for intensity insignificant amount, exceptionally, recently, evidently</p> <p>Repetition The boys ran and ran until they could run no more.</p> <p>Personification The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>	<p>More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type. Pronouns used to hide the doer of the action – it crept into the woods.</p>	<p>Brackets Dashes Colons Semi-colons</p>	<p>Narrative Flashback Historical Semi-colon Past progressive tense Active and passive Ambiguity modifier</p>

Poetry – Writing to entertain		Purpose		Types	
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas		To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge		Poetry types are developed throughout the school	
Year	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Rec	Range of different poetry styles chosen for language.	Use of simple sentence structures.	Nouns and verbs correct.	Spaces to separate words. Capital letter and full stop.	Word Sentence Capital letter Full stop Finger Space
Year 1/2	List and alphabet poetry Rhyme Chants and tongue twisters Kennings Performance poetry and raps Riddles	Use of simple sentence structures. Lists Simple adverbs to express how to do an action Noun phrases to describe	Nouns and noun phrases Past tense, present tense Adjectives Adventurous vocabulary Simple and Progressive past tense verb form. Subordinating and Coordinating conjunctions. Consistent use of tense throughout the piece. Adverbs to show when and how. Causal conjunctions to explain. Adding 'er' and 'est' to show comparisons in adjectives. Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I. Apostrophe for contraction Possessive apostrophe for singular nouns. Commas in a list.	Exclamation Marks Nouns Adjectives Poem Riddle Kenning Noun phrase Verb Adverb Conjunction Comma List Apostrophe
Year 3	Acrostics Similes Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often	Apostrophes to mark singular and plural possession Commas in a list	Acrostic Similes Expanded noun phrase Apostrophe Fronted adverbial Subordinate clause

Year 4	Free verse Clerihews	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses,	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion. A wider range of conjunctions. Correct use of simple past, past progressive and past perfect. Fronted adverbials Implied second person.	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials. Inverted commas if using quotations Brackets	Clerihews Prepositional Phrase Cohesion Similes Metaphors Implied second person Inverted commas Brackets
Year 5	Riddles Acrostic poems Cinquain	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to text type.	Brackets Dashes Colons	Cinquain Similes and metaphors personification Modal verbs Relative clause Present progressive tense Dash Colon
Year 6	Performance poetry Narrative	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to text type.	Brackets Dashes Colons Semi-colons	Narrative Semi-colon Past progressive tense Active and passive