



# **Year 1/2**

## **Writing Genre Overview**

## Cycle 1 Writing Genres Overview – Year 1/2

Term	Quality Texts	Genres Taught
<b>Autumn 1</b> <b>Topic: Healthy Humans</b>	Funnybones	Narrative - Familiar settings  Instructions – Recipe
<b>Autumn 2</b> <b>Topic: Let’s Celebrate</b>	The Elves and the Shoemaker	Report – Science (Animals and habitats)  Narrative - Traditional Tales
<b>Spring 1</b> <b>Topic: Wonderful Weather</b>	Snow	Narrative - Adventure  Poetry – Tongue Twisters
<b>Spring 2</b> <b>Topic: Regal Royals</b>	The Queen’s Knickers	Invitation to persuade  Diary entry
<b>Summer 1</b> <b>Topic: A Bug’s Life</b>	The Lonely Beast	Narrative - Humorous  Recount – (the journey of the beast)
<b>Summer 2</b> <b>Topic: A Bug’s Life</b>	The Big Book of Bugs	Fact file – to inform  Explanation – life cycle

## Cycle 2 Writing Genres Overview – Year 1/2

Term	Quality Text2	Genres Taught
<b>Autumn 1</b> <b>Topic: All About Me</b>	Only One You	Narrative – Familiar Settings  Letter to their friend, informal (all about me)
<b>Autumn 2</b> <b>Topic: Fire! Fire!</b>	Goldilocks and the Three Bears	Diary entry  Narrative – Fairy Tales
<b>Spring 1</b> <b>Topic: Fantastic Fabrics</b>	Meerkat Mail	Narrative - Adventure  Postcards
<b>Spring 2</b> <b>Topic: How Does Your Garden Grow?</b>	The Little Gardener	Instructions – (How to plant a seed)  Narrative – Fantasy
<b>Summer 1</b> <b>Topic: Plastic Ocean</b>	Somebody Swallowed Stanley	Letter writing – to inform  Advertisement
<b>Summer 2</b>	10 Things I can Do to Help My World	Recount – (of school trip)  Explanation (Food chains)

Genre	Text Features	SPaG Features
<b>Explanation</b>	<ul style="list-style-type: none"> <li>- Uses title 'How . . .' or 'Why. . .' indicates what I am writing about</li> <li>- The opening statement introduces the topic and addresses the reader</li> <li>- Uses a series of logical steps explains how or why something happens</li> <li>- Has included a diagram</li> <li>- Uses a concluding summary or statement relates the subject to the reader</li> <li>- Gives additional information in boxes</li> <li>- Uses the present tense</li> <li>- Uses conjunctions</li> <li>- The glossary explains technical language</li> </ul>	<ul style="list-style-type: none"> <li>- demarcate most sentences accurately throughout using capital letters, full stops, question marks and exclamation.</li> <li>- Use statement, question and exclamatory sentences</li> <li>- use simple organisational devices for example, headings and sub-headings in non-narrative material</li> <li>- express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> <li>- express time, place and cause using adverbs [for example, then, next, soon, therefore]</li> <li>- express time, place and cause using prepositions and prepositional phrases e.g. before dark, during break</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>- read and follow instructions</li> <li>- give clear and detailed instructions to a group</li> <li>- read, compare and evaluate a range of instructions with different organisational structures</li> <li>- plan instructions through researching a particular task and organise my ideas</li> <li>- write their own instructions using simple organisational devices and paragraphs</li> <li>- develop openings and closings that hook the reader</li> <li>- proof read, edit and evaluate own writing</li> </ul>	<ul style="list-style-type: none"> <li>- use prepositional phrases for clarity and detail</li> <li>- use of determiners to add clarity</li> <li>- use of simple and compound sentences</li> <li>- demarcate most sentences accurately throughout using capital letters, full stops, question marks and exclamation</li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>- The story has an opening, build-up, climax, resolution and ending</li> <li>- Describe the characters by what they say and do</li> <li>- Use paragraphs for each new idea</li> <li>- Some chapters end with a 'fiction hook'</li> <li>- Use illustrations</li> <li>- Use interesting language</li> <li>- Use connectives and commas to extend simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>- begin to organising paragraphs around a theme</li> <li>- demarcate most sentences throughout using capital letters, full stops, question marks and exclamation.</li> <li>- express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> </ul>

	<ul style="list-style-type: none"> <li>- Use apostrophes correctly</li> </ul>	<ul style="list-style-type: none"> <li>- express time, place and cause using adverbs [for example, then, next, soon, therefore]</li> <li>- use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>
<b>Non - Chronological</b>	<ul style="list-style-type: none"> <li>- My report describes the way things are</li> <li>- The title says what the instructions are for</li> <li>- I used correct names in the text</li> <li>- I included a list of requirements/equipment at the beginning</li> <li>- I used verbs in the imperative</li> <li>- I used the present tense</li> <li>- I listed all the steps in chronological order</li> <li>- I included diagrams/illustrations</li> <li>- I used time words</li> <li>- I used a helpful layout</li> </ul>	<p>begin to organising paragraphs around a theme</p> <p>demarcate most sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>use simple organisational devices for example, headings and sub-headings in non-narrative material</p> <p>express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>express time, place and cause using adverbs [for example, then, next, soon, therefore]</p>
<b>Persuasive</b>	<ul style="list-style-type: none"> <li>- I supported my arguments with reasons and factual evidence</li> <li>- Begin to use conjunctions to link arguments in paragraphs</li> <li>- I used some/all of the following persuasive devices:</li> <li>- emotive language</li> <li>- rhetorical questions</li> <li>- daring the reader to disagree</li> <li>- use of pictures to persuade</li> <li>- Evaluate advertisements and their impact.</li> <li>-</li> </ul>	<p>begin to organising paragraphs around a theme</p> <p>use simple organisational devices for example, headings and sub-headings in non-narrative material</p> <p>demarcate most sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>- I was inspired by the poem . . .</li> <li>- I have kept to a rhyme pattern using sensible rhymes</li> <li>- My verbs are powerful</li> <li>- My adjectives are strong</li> <li>- I used alliteration</li> <li>- I used similes</li> <li>-</li> </ul>	<p>demarcate most sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>use of verbs and adjectives</p>

<b>Recount</b>	<ul style="list-style-type: none"> <li>- My recount includes an introduction</li> <li>- I included fronted adverbials</li> <li>- I included illustrations (if helpful)</li> <li>- I included essential words</li> <li>- I used the past tense</li> <li>- I made the right choice of vocabulary and sentences</li> <li>- I showed chronological order</li> <li>- I wrote in the 1<sup>st</sup> or 3<sup>rd</sup> person</li> <li>- I included a closing statement</li> </ul>	<p>begin to organise paragraphs around a theme</p> <p>demarkate sentences accurately throughout using capital letters, full stops, question marks and exclamation.</p> <p>Compound sentence, complex sentence</p> <p>express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>express time, place and cause using adverbs [for example, then, next, soon, therefore]</p>
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**Year 1 and 2 Writing Key Objectives  
Taken from the National Curriculum  
Year 1**

1	Spell words containing each of the 40+ phonemes taught
2	Spell common exception words
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
6	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
7	Sit correctly at a table, holding a pencil comfortably and correctly
8	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
9	Form capital letters
10	Form digits 0-9
11	Composing a sentence orally before writing it
12	Sequencing sentences to form short narratives
13	Read their writing aloud clearly enough to be heard by their peers and the teacher.
14	Leaving spaces between words
15	Joining words and joining clauses using "and"

## Year 2

	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
1	Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
2	Learning the possessive apostrophe (singular)
3	Learning to spell more words with contracted forms
4	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
5	Form lower-case letters of the correct size relative to one another
6	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
7	Writing for different purposes
8	Read aloud what they have written with appropriate intonation to make the meaning clear
9	Expanded noun phrases to describe and specify
10	Sentences with different forms: statement, question, exclamation, command
11	The present and past tenses correctly and consistently including the progressive form
12	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
13	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes...
14	(extended from 14)



## Year 1 and 2 Writing Key Objectives

### Summarised form

#### Year 1

1	Spell words using the standard phonemes
2	Spell common exception words
3	Spell the days of the week
4	Name the letters of the alphabet in order
5	Understand spelling rules for adding 's'
6	Use suffixes -ing, -ed, -er and -est
7	Sit and hold writing implement correctly
8	Begin to form lower-case letters correctly
9	Form capital letters
10	Form digits 0-9
11	Compose a sentence orally before writing
12	Sequence sentences to form short narratives
13	Read writing aloud audibly and clearly
14	Leave spaces between words
15	Join words and clauses using 'and'

## Year 2

1	Break words into phonemes for spelling
2	Know some spellings which use variations of standard phonemes
3	Use the possessive apostrophe
4	Spell some words with contracted forms
5	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
6	Form lower-case letters of the correct size relative to one another
7	Write capital letters of appropriate size
8	Write for different purposes
9	Read aloud using appropriate intonation
10	Use noun phrases
11	Use four main types of sentence appropriately
12	Use present and past tense correctly
13	Use some coordinating and subordinating conjunctions
14	Use appropriate demarcation punctuation
15	Use commas for lists