

Progression in Writing: Genres and Texts

	Autumn Term	Spring Term	Summer Term
Nursery	Topic: Me and my community 	Topic: Winter Wonderland 	Topic: Me and my community 
	Topic: Exploring Autumn 	Topic: Ready, steady, grow 	Topic: Sunshine and Sunflowers 
	Topic: Sparkle and Shine 	Topic: Signs of Spring 	Topic: Splash! 
	Topic: Once upon a time 	Topic: Winter Wonderland 	Topic: Ready, Steady, Grow! 
Topic: Starry Night 	Topic: Let's Explore! 	Topic: Big Wide World 	

Curriculum Year A

Years 1&2

Autumn Term

Spring Term

Summer Term

Topic: Movers and Shakers

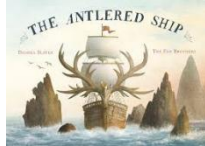
Topic: Magnificent Monarchs!

Topic: Coastline

Genre: Adventure Story

Genre: Non-fiction instructions

Genre: instructions



Outcome: To write an adventure narrative based on the Antlered Ship.

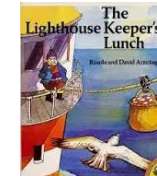
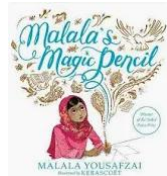
Outcome: To write a set of instructions on how to make.... (invention choice).

Outcome: To write instructions on how to make the Sea Gull's lunch.

Genre: Non-fiction fact file

Genre: Retelling a familiar story

Genre: Retelling a familiar story



Outcome: To write a factfile on a person from the past.

Outcome: To rewrite the story, changing the object/item that has been banned.

Outcome: To retell the story of the Lighthouse Keeper's Lunch.

Genre: Recount

Genre: Fairytales

Genre: Poetry

Outcome: To create a diary recount from the perspective of a historical person.



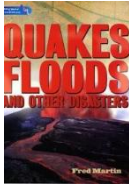
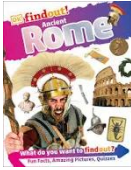
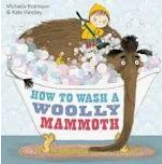
Outcome: To write a mixed-up fairytale from the villain's point of view.

Outcome: To create a seaside themed acrostic poem.

OLC learners know it, show it, think it, prove it


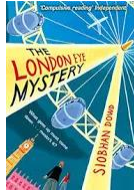
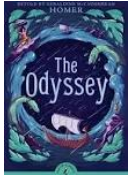

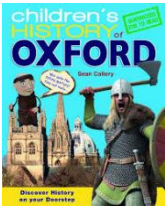
	<p>Genre: Poetry</p>  <p><i>Outcome: To learn, recite and perform poetry. To be able to create their own poem and perform to the class.</i></p>	<p>Genre: Poetry</p>  <p><i>Outcome: To write a structured poem using stanzas.</i></p>	<p>Genre: Story writing</p>  <p><i>Outcome: To write a short story linking to our beach trip.</i></p>
	<p>Genre: Retelling a familiar story</p>  <p><i>Outcome: To retell the story in your own words, focussing on one or two characters and their journeys made.</i></p>		<p>Genre: Non-fiction leaflet or poster</p> <p><i>Outcome: To write an information leaflet about the beach.</i></p>
Years 3&4	Autumn Term	Spring Term	Summer Term
	Topic: Through the Ages	Topic: Rocks, Relics and Rumbles	Topic: Emperors and Empires
	<p>Genre: Poetry</p> <p><i>Outcome: To produce a descriptive poem in the format of a Haiku or free verse.</i></p>	<p>Genre: Story writing</p>  <p><i>Outcome: To write a story that focuses on the plot: beginning, middle and end.</i></p>	<p>Genre: Story writing</p>  <p><i>Outcome: To write a short story using plot, character and setting.</i></p>

OLC learners know it, show it, think it, prove it


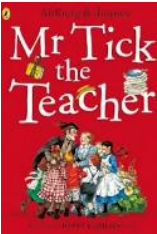
	<p>Genre: Story Writing</p>  <p>Outcome: To rewrite the opening to the story focussing on character and setting descriptions.</p>	<p>Genre: Non-fiction report</p>  <p>Outcome: To write a non-chronological report on the different types of volcanos.</p>	<p>Genre: Non-fiction non-chronological report.</p>  <p>Outcome: To create a non-chronological report comparing different lives in the Roman Empire.</p>
	<p>Genre: Non-fiction instructions</p>  <p>Outcome: To write instructions on how to be a Stone Age boy/ girl.</p>	<p>Genre: Non-fiction advert</p> <p>Outcome: To write a persuasive advert (written then visual) on why you should visit a place with a volcano.</p>	<p>Genre: Fiction diary Life of a centurion Romans</p> <p>Outcome: To write a diary recount of a researched Roman person - telling it from their perspective.</p>
	<p>Genre: Non-fiction non-chronological report</p>  <p>Outcome: To write a non-chronological report about the Stone Age times.</p>	<p>Genre: Poetry</p> <p>Outcome: To write descriptive poetry (noun, verb, adjective, adverb) linking to volcanoes and rock formations.</p>	<p>Genre: Poetry</p>  <p>Outcome: To write a shape-based poem.</p>
	<p>Genre: Non-fiction recount</p> <p>Outcome: To write a recount based on the educational trip.</p>		

Years 5&6	Autumn Term	Spring Term	Summer Term
	<p>Topic: Maafa</p> <p>Genre: Story-writing</p>  <p>Outcome: To write a story that focuses on description of character and settings.</p>	<p>Topic: Sow, grow and farm Topic: Oxford</p> <p>Genre: Persuasive speech</p>  <p>Outcome: To write a persuasive speech to save the bees.</p>	<p>Topic: Groundbreaking Greeks</p> <p>Genre: Story writing</p>  <p>Outcome: To write a Greek Myth.</p>
	<p>Genre:</p>  <p>★★★★★ 668</p>  <p>Outcome: To write a biography of a key figure in the pupil's life</p>	<p>Genre: Poetry</p>  <p>Outcome: To write a nature-based shape poem.</p>	<p>Genre: Non-fiction non-chronological report</p>  <p>Outcome: To write a non-chronological report about the Greek inventions. Focus on fact vs opinion.</p>

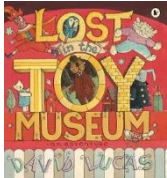

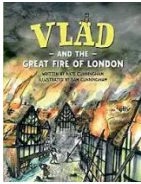

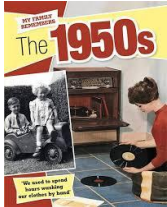
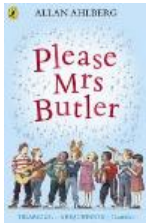
OLC learners know it, show it, think it, prove it

	<p>Genre: Poetry</p>  <p>Outcome: To write a narrative poem with illustration, focusing on emotive language.</p>	<p>Genre: Story writing</p>  <p>Outcome: To write a mystery story influenced by The London Eye Mystery.</p>	<p>Genre: Poetry</p>  <p>Outcome: To write a narrative poem.</p>
	<p>Genre: Story Writing</p>  <p>Outcome: To retell a scene of The Christmas Carol, focusing on dialogue between Scrooge and the Ghost, making it a modern-day version.</p>	<p>Genre: Non-fiction balanced argument</p>  <p>Outcome: To write a balanced argument on a current debate in Oxford. For example: LTNS & traffic/ Vue & Bowling complex.</p>	

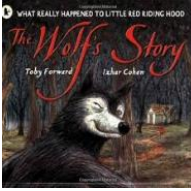
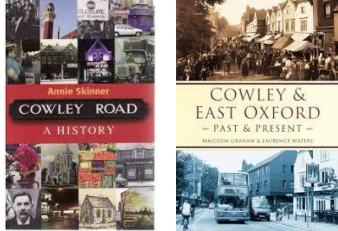
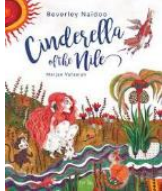
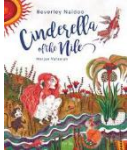

Curriculum Year B

<p>Years 1&2</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
	<p>Topic: Childhood</p>	<p>Topic: Bright Lights, Big City</p>	<p>Topic: School Days</p>
	<p>Genre: Story writing</p> <p>Outcome: To retell the story of Rapunzel.</p>	<p>Genre: Story writing</p>  <p>Outcome: To retell the story using London Landmarks.</p>	<p>Genre: Narrative Adventure Story</p>  <p>Outcome: To write a mysterious, adventure story that happens in school.</p>

OLC learners know it, show it, think it, prove it

	<p>Genre: Non-fiction</p>  <p>Outcome: To write a fact file about a 1950's toy and modern day toy.</p>	<p>Genre: Non-fiction</p> <p>Outcome: To write a leaflet persuading people to visit the London landmarks.</p>	<p>Genre: Non-fiction (instructions)</p> <p>Outcome: To write a set of instructions for the Victorian playground games.</p>
	<p>Genre: fiction writing</p>  <p>Outcome: To retell a favourite memory from the past.</p>	<p>Genre: Fiction</p>  <p>Outcome: To create a picture book on the Fire of London, choosing a perspective of a character.</p>	<p>Genre: Non-fiction recount</p>  <p>Outcome: To write a recount of the life in a Victorian school.</p>
	<p>Genre: non-fiction</p>  <p>Outcome: To write an information text comparing the 1950s to now.</p>	<p>Genre: Poetry</p> <p>The nursery rhyme disaster by David Conway</p> <p>Outcome: To write a nursery-rhyme about London.</p>	<p>Genre: Poetry</p>  <p>Outcome: To write a poem that is school themed using a rhyming pattern.</p>
	<p>Genre: Poetry</p> <p>Outcome: To write a narrative poem linked to the Christmas story.</p>		

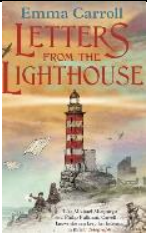
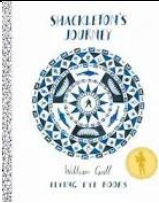
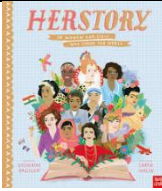



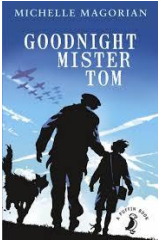

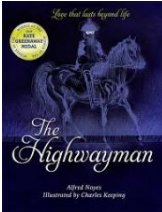
OLC learners know it, show it, think it, prove it

Years 3&4	Autumn Term	Spring Term	Summer Term
	<p>Topic: Invasion</p>	<p>Topic: Cowley Topic: Misty Mountain, Winding Rivers</p>	<p>Topic: Ancient Egypt</p>
	<p>Genre: Narrative story writing</p>  <p><i>Outcome: To write a twisted fairytale about Goldilocks and the Three Bears or Little Red Riding Hood.</i></p>	<p>Genre: Non-fiction leaflet</p>  <p><i>Outcome: To write an information text on Cowley and its significant events that have taken place.</i></p>	<p>Genre: Poetry</p>  <p><i>Outcome: To create a noun, adjective and adverb poem.</i></p>
	<p>Genre: Non-fiction speech writing</p> <p><i>Outcome: To write a persuasive speech to rally the troops as a Viking.</i></p>	<p>Genre: non-fiction persuasive advert</p> <p><i>Outcome: To write a persuasive advert on 'why to buy an electric car/ Mini?'</i></p>	<p>Genre: narrative</p>  <p><i>Outcome: To write a graphic novel on Cinderella, with a modern spin.</i></p>
	<p>Genre: Poetry</p> <p><i>Outcome: To write a setting poem using the senses.</i></p>	<p>Genre: Narrative story writing</p>  <p><i>Outcome: To write the story from the pictures, using setting description. (Children to adapt location and settings to Cowley - linking to River Thames)</i></p>	<p>Genre: Non-fiction explanation</p> <p><i>Outcome: To write an explanation of the water cycle.</i></p>

OLC learners know it, show it, think it, prove it

	<p>Genre: Narrative myths</p>  <p>Outcome: To write a myth with quest influenced by Arthur and the Golden Rope.</p>	<p>Genre: Poetry</p>  <p>Outcome: To write a poem shaped like a river, focussing on descriptive features.</p>	<p>Genre: non-fiction newspapers</p> <p>Outcome: To write a newspaper report on the tomb's discovery - focusing on reported and direct speech.</p>
			<p>Genre: narrative story writing</p>  <p>Outcome: To write the ending of the story using prediction and inference skills</p>
Years 5&6	Autumn Term	Spring Term	Summer Term
	Topic: War and Peace	Topic: Frozen Kingdom	Topic: Great Britain
	Genre: Non-fiction report	Genre: non-fiction balanced argument	Genre: Narrative playscripts
	 <p>Outcome: To write a historical report, focussing on fact and opinion.</p>	 <p>Outcome: To write a balanced argument about whether Shackleton was right to explore.</p>	 <p>Outcome: To convert a playscript into a full story</p>
	Genre: narrative story writing	Genre: narrative diary entry	Genre: Non-fiction biography

OLC learners know it, show it, think it, prove it

	 <p>Outcome: To write a first-person narrative story.</p>	 <p>Outcome: To write a diary entry from Shackleton's journey, immersing survival tactics.</p>	 <p>Outcome: To write a biography of a British person who has had an impact on Britain.</p>
	<p>Genre: Poetry</p>  <p>Outcome: To write illustrative, narrative poems.</p>	<p>Genre: Poetry</p>  <p>Outcome: To write atmospheric poetry about landscape, based on Sky Song.</p>	<p>Genre: Narrative story writing</p>  <p>Outcome: To write an adventure narrative with integrating dialogue.</p>
	<p>Genre: non-fiction instructions</p>  <p>Outcome: To write instructions for: -what to do in an air raid -How to black out your house etc.</p>	<p>Genre: narrative story writing</p>  <p>Outcome: To write a narrative that creates atmosphere. (Focus on setting and dialogue to move action forward.)</p>	<p>Genre: Poetry</p>  <p>Outcome: To write a narrative poem.</p>
	<p>Genre: narrative story writing</p> <p>Outcome: To write dialogue between the soldiers.</p>		