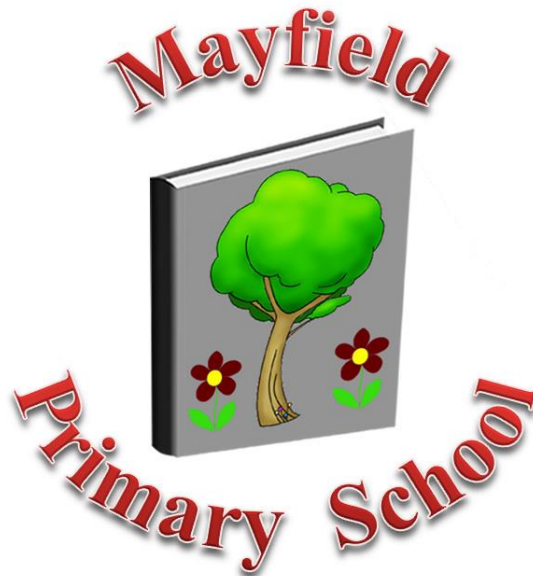


# Mayfield Primary School



## Half termly Writing Genres

## Year One

<b>Where do we live? (1)</b>	<b>How have toys changed? (2)</b>	<b>Would you rather go on holiday to Kenya or the North Pole? (3)</b>
<ul style="list-style-type: none"> <li>• The Bumblebear</li> <li>• Funny bones</li> </ul>	<ul style="list-style-type: none"> <li>• Major Dizzy, Major Glad</li> </ul>	<ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Handa's Hen</li> </ul>
Stories reflecting children's own experiences	Stories reflecting children's own experiences	Stories with predictable phrasing
Label, lists and captions	Recount (Class trip to Portland Basin.)	Report: Animals
<p>Write sentences by saying them out loud.            Spelling the days of the week.            Naming the letters of the alphabet to distinguish between alternate spellings of the same sound.            Form numbers and letters correctly.            Put words together to make sentences.            Use spaces between words when writing sentences.            Use a capital letter and full stop in a sentence.</p>	<p>Write sentences by saying them out loud.            Spelling the days of the week.            Naming the letters of the alphabet to distinguish between alternate spellings of the same sound.            Form numbers and letters correctly.            Put words together to make sentences.            Use spaces between words when writing sentences.            Use a capital letter and full stop in a sentence.</p>	<p>Spelling the days of the week            Applying spelling rules –s, –es, –ing, –ed, –er and –est            Sequencing sentences to form short narratives            Beginning to use joining words and joining clauses using 'and'            Use a capital letter, full stop, question mark or exclamation mark in a sentence.            Beginning to use 'and' or 'but' to join sentences.</p>
<b>Who is Queen Elizabeth II? (4)</b>	<b>How has flight changed? (5)</b>	<b>What's it like beside the seaside? (6)</b>
<ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>• The Three little pigs</li> <li>• Three Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>• Lighthouse Keeper's lunch</li> </ul>
Instructions	Traditional Tales	Fairy tales
Poetry: shape poems	Poetry: Riddles – linked to the evil characters in traditional tales.	Explanations
<p>Spelling the days of the week            Applying spelling rules –s, –es, –ing, –ed, –er and –est            Sequencing sentences to form short narratives            Beginning to use joining words and joining clauses using 'and'            Use a capital letter, full stop, question mark or exclamation mark in a sentence</p>	<p>Spelling the days of the week            Applying spelling rules –s, –es, –ing, –ed, –er and –est            Beginning to use 'and' or 'but' to join sentences.            Use a capital letter, full stop, question marks and exclamation marks in a sentence.</p>	<p>Spelling the days of the week            Applying spelling rules –s, –es, –ing, –ed, –er and –est            Beginning to use 'and' or 'but' to join sentences.            Use a capital letter, full stop, question marks and exclamation marks in a sentence.</p>

## Year Two

<b>How has Oldham changed? (1)</b>	<b>Where in the world are we? (2)</b>	<b>What is it like to live in London? (3)</b>
<ul style="list-style-type: none"> <li>• Tuesday</li> <li>• The Jolly Postman</li> </ul>	<ul style="list-style-type: none"> <li>• The Day the Crayons Quit</li> <li>• The Day the Crayons came home</li> </ul>	<ul style="list-style-type: none"> <li>• Paddington</li> </ul>
Setting description Fantasy Tales	Postcards Letters	Character Description Explanation Text
SPAG: Capital letters and full stops Adjectives Noun 2A sentences (expanded noun phrases) Phase 5 GCPs Common exception words High frequency words	SPAG: Co-ordinating conjunctions Question marks Bobs sentences First person Adverbs add -ly Proofread and dictation around common exception words and high frequency. Unsecure phase 5 GCPs -dge -ge /kn/ /gn/ /s/ Homophones	<ul style="list-style-type: none"> <li>• Voices in the Park</li> <li>• Hansel &amp; Gretel</li> <li>• Percy the Park Keeper</li> </ul> Letters Fairy Tales SPAG: Question marks Alliteration First person Compound nouns Determiners a after w and qu homophones Possessive apostrophe (singular nouns) -ful -less -ly -tion
<b>Why was the great fire of London important? (4)</b>	<b>What is it like in India? (5)</b>	<b>Who were the Victorians? (6)</b>
<ul style="list-style-type: none"> <li>• The Great Fire of London</li> <li>• Vlad and the Great Fire of London</li> </ul>	Where are you from?	<ul style="list-style-type: none"> <li>• Queen Victoria's Bathing Machine</li> <li>• Queen's Knickers</li> </ul>
Historical recount Free verse- London's Burning	Stories with recurring language Instructions – how to make Indian food	Report / Haiku
SPAG: Past tense (simple and continuous) Subordination Contractions (apostrophes for omission) Third person Near homophones Common exception words High frequency words Contractions -le -ey -wr	SPAG: Command Commas in a list Exclamation marks Onomatopoeia Time connectives -ed -er -est -y a before l and ll ar before w -ment -ness -al Alliteration	SPAG: Inverted commas Suffixes -ful -less -ness -est Similes Comparative and superlative nouns Homophones Common exception ll and o sound

## Year Three

<b>Where should we go on holiday in Europe? (1)</b>	<b>What did the ancient Egyptians do for us? (2)</b>	<b>Why are there so many mills in Oldham?</b>
<ul style="list-style-type: none"> <li>• Flat Stanley</li> <li>• Mr Men</li> </ul>	<ul style="list-style-type: none"> <li>• Egyptian Cinderella</li> </ul>	<ul style="list-style-type: none"> <li>• The Iron Man</li> </ul>
Setting description – Paris Adventure Stories – Flat Stanley Poetry	Explanation- Mummification Recount- Newspaper- Tutankhamun	Persuasion – letter- The Iron Man Poetry Limerick
SPAG: First or third person Nouns (proper and common) Compound sentences Past tense Adjectives Adverbs	SPAG: First or third person Nouns Adverbs Adjectives Simple, compound and complex sentences Phrases and clauses	SPAG: Onomatopoeia First, second and third person Time connectives Imperative verbs Causal connectives Rhetorical questions Emotive language
<b>What was the Stone Age like Britain?</b>	<b>How did Bronze Age change Britain?</b>	<b>How is the earth so powerful? (5)</b>
<ul style="list-style-type: none"> <li>• Stone Age Boy</li> </ul>	<ul style="list-style-type: none"> <li>• Aesop’s Fables</li> </ul>	<ul style="list-style-type: none"> <li>• Escape from Pompeii- Christine Balit</li> <li>• Journey to the centre of the Earth</li> </ul>
Writing and performing a play Character Description	Traditional Tales- Fable Traditional Tales- Fairy Tales	Instructions- Volcanoes Report – spider gram to organise info
SPAG: When to use ‘a’ or ‘an’	SPAG:  Inverted commas Time connectives/conjunctions	SPAG: Bullet points

## Year Four

<b>Who were the ancient Greeks? (1)</b>	<b>Would a journey through the UK and Italy be the same? (2)</b>	<b>Would you be a Roman?</b>
<ul style="list-style-type: none"> <li>• Greek Myths</li> <li>• Who let the Gods out?</li> </ul>	<ul style="list-style-type: none"> <li>• James and the Giant Peach</li> </ul>	<ul style="list-style-type: none"> <li>• Rotten Romans Horrible Histories</li> <li>• Roman Myths</li> </ul>
Myths Poetry Setting description	Character description Diary	Formal Letters Poetry- Haiku
SPAG Expanded noun phrases Fronted adverbials Modal verbs Personification	SPAG Informal language Plural and possessive s First person Sentence openers Time connectives Informal and formal language	SPAG Personal pronouns Commas Similes Metaphors
<b>How did the Romans change Britain and our local area? (4)</b>	<b>What is there to see in South America? (5)</b>	<b>How are Rio De Janeiro and Oldham alike and different?</b>
Firework Makers Daughter	<ul style="list-style-type: none"> <li>• The Explorer</li> </ul>	<ul style="list-style-type: none"> <li>• The Explorer</li> <li>• Guide books</li> <li>• Information texts</li> </ul>
Explanation Texts Playscripts	Story with a theme Discussion	Persuasion- Leaflets/ Travel Guides Report – Newspaper
SPAG Present tense Modal verbs Proper nouns Determiners Stage directions (brackets) Colons Exclamation marks	SPAG Rhetorical questions Third person Formal language Prepositions Starting a sentence with -ing Compound sentences Similes	SPAG Technical language Past/ present tense Headings/ sub headings Reported speech Repetition to persuade

## Year 5

<b>How did the Mayans give us chocolate?</b>	<b>What can you see from Space?</b>	<b>What was life like in Anglo Saxon times under the rule of Edward the confessor?</b>
<ul style="list-style-type: none"> <li>Charlie and the Chocolate Factory</li> </ul>	<ul style="list-style-type: none"> <li>Cosmic</li> </ul>	<ul style="list-style-type: none"> <li>Anglo Saxon Boy</li> <li>The Legend of King Arthur</li> </ul>
Setting descriptions Character development Poetry (Michael Rosen)	Newspaper Reports Sci-fi Stories	Traditional Tales- Legends Non- Chron Report Explanation- (Battle) Non- Chron Report- History
SPAG: Personification Similes Metaphors Onomatopoeia Synonyms Third person Relative clause Semi-colon	SPAG: Alliteration Brackets Headlines Reported speech Caption Past tense Quotation Technical/formal language Colon	SPAG: Third person Formal language Proper nouns/nouns Bullet points (colon/semi-colon) Rhetorical question Hyphen/dash Prepositional phrase Adverbials of time
<b>Why do we have rivers and mountains? (4)</b>	<b>What's there to see on a North American road trip? (5)</b>	<b>How has transport changed in the last 200 years? (6)</b>
<ul style="list-style-type: none"> <li>The Water Tower</li> <li>Everest Disaster Diaries</li> </ul>	<ul style="list-style-type: none"> <li>Pocahontas</li> <li>Kids Guide to New York City</li> </ul>	<ul style="list-style-type: none"> <li>Harry Potter and the Philosophers Stone</li> </ul>
Diary entries Suspense and Mystery	Discussion- balanced arguments Persuasion- Travel Guides	Stories with Literary Heritage Instructions
SPAG: Emotive language Personification of the weather First person Past/present tense Time conjunctions Informal language Sentence openers	SPAG: Present tense Conjunctions Imperative verbs Order-of-sequence Persuasive language Emotive language Relative clause	SPAG: Past tense 'Show not tell' Similes Metaphors Lists of three Inverted commas

## Year 6

<b>Why is climate cool?</b>	<b>Why should we remember WW2?</b>	<b>What's behind the Great Wall of China?</b>
<ul style="list-style-type: none"> <li>• Holes</li> </ul>	<ul style="list-style-type: none"> <li>• Rose Blanche</li> </ul>	<ul style="list-style-type: none"> <li>• Mulan</li> <li>• Chinese Cinderella</li> <li>• Willow Pattern Fable</li> </ul>
Letters of complaint Newspapers	Character description Setting description- creating atmosphere	Balanced argument
	Free Verse- Remembrance Poem	
SPAG:  Colon Contractions Apostrophe	SPAG  Figurative language Pathetic Fallacy Semi Colon Ellipsis	SPAG: Speech Parenthesis Clauses/ Phrases Hyphen Dash Subjunctive form
<b>What was the Shang Dynasty?</b>	<b>Were the Vikings always vicious?</b>	<b>How is the Titanic related to the development of Liverpool?</b>
<ul style="list-style-type: none"> <li>• Mulan</li> <li>• Chinese Cinderella</li> <li>• Willow Pattern Fable</li> </ul>	<ul style="list-style-type: none"> <li>• Viking Boy</li> </ul>	<ul style="list-style-type: none"> <li>• SOS Titanic</li> </ul>
Past, Present, Future story Fables	Diary Entries Discussion	Persuasion Persuasive letter Debating skills
	Ottava Rima	Iambic Pentameter
SPAG:  Parenthesis Clauses/ Phrases Hyphen Dash Subjunctive form Passive Voice	SPAG  Bullet Points Commas- phrases and clauses Modal Verbs	Parenthesis Clauses/ Phrases Hyphen Dash