|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing-Transcription** | **Spelling** | **Year 1**Pupils should be taught to: spell: ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week English – key stages 1 and 2 13 Statutory requirements ♣ name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound ♣ add prefixes and suffixes: ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ♣ apply simple spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | **Year 2**Pupils should be taught to spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl’s book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | **Year 3**Pupils should be taught to spell by: ♣Use further prefixes and suffixes and understand how to add them (Year 3 Unit 1 (dis-, in-) Adding the prefixes dis- and inYear 3 Unit 2 (im-) Adding the prefix im- to root words beginning with m or p Year 3 Unit 11 (re-) Adding the prefix reYear 3 Unit 12 (anti-) Adding the prefix antiYear 3 Unit 13 (super-) Adding the prefix super- 10 Year 3 Unit 14 (sub - ) Adding the prefix sub - )♣Spell further homophones (Year 3 Special focus 2: Homophones (p.23) Practice Book 3 Special focus 4: Homophones (p.49)♣Spell words that are often misspelt♣Use the first two or three letters of a word to check its spelling in a dictionary♣The /1/ sound spelt ‘y’ elsewhere than at the end of words (Year 3 Special focus 3 The short i sound spelt with the letter y)♣Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far♣Words with endings sounding like /ʒə/ or /tʃə/(Year 3 Unit 5 Words ending in –ture)♣The suffix –ous (Year 3 Unit 3 Adding the suffix -ous)♣Endings which sound like /ʃən/, spelt –tion, – sion, –ssion, –cian (Year 3 Unit 9 Adding the suffix -ion (to root words ending in t or te) Year 3 Unit 10 Adding the suffix -ian (to root words ending in c or cs)♣Words with the /k/ sound spelt ch (Year 3 Unit 7 Words with the c sound spelt ch)♣Words with the /ʃ/ sound spelt ch (Year 3 Unit 8 Words with the sh sound spelt ch)♣ Years 3 and 4 word list | **Year 4**Pupils should be taught to spell by: ♣Use further prefixes and suffixes and understand how to add them (Year 4 Unit 1 (mis - ) Adding the prefix mis - Year 4 Unit 3 (auto - ) Adding the prefix auto - Year 4 Unit 5 (inter - ) Adding the prefix inter - Year 4 Unit 10 (il -, un -, mis -, dis - ) Adding il - and revising un -, in -, mis - and dis Year 4 Unit 12 (ir - ) Adding ir - to words beginning with r) ♣Spell further homophones (Year 4 Special focus 2: Homophones (p.23) Practice Book 4 Special focus 4: Homophones (p.49)♣Spell words that are often misspelt♣Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]. ( Year 4 Special focus 3: Possessive apostrophes with plural words (♣Use the first two or three letters of a word to check its spelling in a dictionary♣The /^/ sound spelt ‘ou’ (Year 4 Special focus 1 The short u sound spelt ou)♣Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far♣Words with endings sounding like /ʒə/ or /tʃə/(Year 4 Unit 2 Words ending in zhuh spelt – sure)♣Endings which sound like /ʒən/(Year 4 Unit 9 Words ending in zhun spelt – sion)♣The suffix –ous (Year 4 Unit 7 Words ending in -ous)♣Endings which sound like /ʃən/, spelt –tion, – sion, –ssion, –cian (Year 4 Unit 13 Adding the prefix super - Year 4 Unit 14 Adding the prefix sub -)♣ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (Year 4 Unit 11 The c sound spelt -que and the g sound spelt -gue)♣ Words with the /s/ sound spelt sc (Year 4 Unit 8 Words with the s sound spelt sc)♣ Words with the /eɪ/ sound spelt ei, eigh, or ey (Year 4 Unit 6 Words with the ay sound spelt ei, eigh, ey)♣ Years 3 and 4 word list | **Year 5**Pupils should be taught to spell by: ♣Endings which sound like /ʃəs/ spelt –cious or –tious (Year 5 Unit 10 Words ending in shus spelt -cious Year 5 Unit 11 Words ending in shus spelt -tious)♣Endings which sound like /ʃəl/ (Year 5 Unit 12 Words ending in shul spelt -cial or -tial)♣Words ending in –ant, –ance/–ancy, –ent, – ence/–ency (Year 5 Unit 6 Words ending in -ent Year 5 Unit 7 Words ending in -ence Year 5 Unit 9 Words ending in -ant, -ance and -ancy)♣Words ending in –able and –ible (Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able)♣Words ending in –ably and –ibly (Year 5 Unit 5 Words ending in -ibly and -ably)♣Words with the /i:/ sound spelt ei after c (Year 5 Unit 8 The ee sound spelt ei)♣Words containing the letter-string ough (Year 5 Special focus 1 Words that contain the letter-string ough)♣Words with ‘silent’ letters (Year 5 Unit 1 Words with silent letter b Year 5 Unit 4 Words with silent letter t)♣Homophones (Year 5 Special focus 2 Homophones)♣ Year 5 and 6 word list | **Year 6**Pupils should be taught to spell by: ♣Words ending in –able and –ible (Year 6 Unit 10 Words ending in -ible and – able)♣Adding suffixes beginning with vowel letters to words ending in –fer (Year 6 Unit 4 Suffixes (4) (adding suffixes beginning with a vowel)♣Use of the hyphen (Year 6 Special focus 9 Hyphens)♣Words with the /i:/ sound spelt ei after c (Year 6 Unit 9 The spellings ei and ie)♣Words containing the letter-string ough (Year 6 Special focus 1 Words containing the letter-string ough)♣Words with ‘silent’ letters (Year 6 Unit 8 Silent letters (silent k, g, l, n))♣Homophones (Year 6 Special focus 3, 6, 12 Homophones and 12 other words that are often confused)♣ Year 5 and 6 word list |
| **Handwriting** | **Year 1**Pupils should be taught to: ♣ 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. | **Year 2**Pupils should be taught to:♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters. | **Year 3**Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **Year 4**Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | **Year 5**Pupils should be taught to  write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task. | **Year 5**Pupils should be taught to  write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task. |
|  **Writing-Composition** | **Year 1**Pupils should be taught to:  write sentences by: ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher. | **Year 2**Pupils should be taught to develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear. | **Year 3**Pupils should be taught to plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ begin to organise paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proof-read for spelling, grammar and punctuation errors♣ 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. | **Year 4**Pupils should be taught to plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ writing effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and increasing range of sentence structures♣ achieve cohesion by effectively using a range of fronted adverbials, using commas after the adverbial♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proof-read for spelling, grammar and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word♣ 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. | **Year 5**Pupils should be taught to plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary  ♣ draft and write by: ♣ reflecting their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, using organisational and presentational devices to structure text and guide the reader [for example, headings, bullet points, underlining]  ♣ using a range of devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ♣ link ideas across paragraphs using adverbials of time [1for example, later], place [for example, nearby], and number [for example, secondly] or tense choices [for example, he had seen her before]♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others’ writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors English – key stages 1 and 2 ♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | **Year 6**Pupils should be taught to plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ♣ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others’ writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors  ♣ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| **Vocabulary, Grammar and Punctuation** | **Year 1** | **Word**♣Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun ♣Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) ♣How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | **Sentence**♣How words can combine to make sentences♣Joining words and joining clauses using and | **Text**♣Sequencing sentences to form short narratives | **Punctuation**♣Separation of words with spaces♣Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences♣Capital letters for names and for the personal pronoun I | **Terminology For Pupils**Letter, capital letterword, singular, plural sentencepunctuation, full stop, question mark, exclamation mark |
|  | **Year 2** | **Word**♣Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] ♣Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)♣ Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs | **Sentence**♣Subordination (using when, if, that, because) and co-ordination (using or, and, but)♣Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] ♣How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | **Text**♣Correct choice and consistent use of present tense and past tense throughout writing ♣Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] | **Punctuation**♣Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences♣Commas to separate items in a list ♣Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] | **Terminology For Pupils**Noun, noun phrase statement, question exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma |
|  | **Year 3** | **Word**♣Formation of nouns using a range of prefixes [for example super–, anti–, auto–] ♣Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] ♣Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] | **Sentence**♣Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] | **Text**♣Introduction to paragraphs as a way to group related material♣Headings and sub-headings to aid presentation ♣Use of 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] | **Punctuation**♣Introduction to inverted commas to punctuate direct speech | **Terminology For Pupils**Preposition, conjunctionword family, prefix clause, subordinate clausedirect speech consonant, consonant lettervowel, vowel letterinverted commas  |
|  | **Year 4** | **Word**♣The grammatical difference between plural and possessive –s ♣Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] | **Sentence**♣Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ♣Fronted adverbials [for example, Later that day, I heard the bad news.] | **Text**♣Use of paragraphs to organise ideas around a theme ♣Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | **Punctuation**♣Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]♣Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] ♣Use of commas after fronted adverbials. | **Terminology For Pupils**determiner pronoun, possessive pronounadverbial |
|  | **Year 5** | **Word**♣Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] ♣Verb prefixes [for example, dis–, de–, mis–, over– and re–] | **Sentence**♣Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun ♣Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | **Text**♣Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] ♣Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | **Punctuation**♣Brackets, dashes or commas to indicate parenthesis ♣Use of commas to clarify meaning or avoid ambiguity | **Terminology For Pupils**Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |
|  | **Year 6** | **Word**♣The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] ♣How words are related by meaning as synonyms and antonyms [for example, big, large, little]. | **Sentence** ♣Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. ♣The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | **Text**♣Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis ♣Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | **Punctuation**♣Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] ♣Use of the colon to introduce a list and use of semi-colons within lists ♣Punctuation of bullet points to list information ♣How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] | **Terminology For Pupils**Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |
| **Sentence types** | **1A**One adjective sentence **The W’s**Question word opener*\*\*Main focus in year one is completing a simple basic sentence with capital letters, full stop and application of phonics\*\**  | **1A**One adjective sentence **The W’s**Question word opener**Noun List Sentence** Three noun sentence **List Sentence**Three or more adjectives to describe a noun**BOYS**But, or, yet, so – coordinating conjunctions**2A**Two adjectives sentence separated with a comma  | **1A**One adjective sentence **The W’s**Question word opener**Noun List Sentence** Three noun sentence **List Sentence**Three or more adjectives to describe a noun**BOYS**But, or, yet, so – coordinating conjunctions**2A**Two adjectives sentence separated with a comma **Simile Sentence** ..like a… … as a …**2 adverb sentences**Ending with 2 adverbs | **1A**One adjective sentence **The W’s**Question word opener**Noun List Sentence** Three noun sentence **List Sentence**Three or more adjectives to describe a noun**BOYS**But, or, yet, so – coordinating conjunctions**2A**Two adjectives sentence separated with a comma **2 adverb sentences**Ending with 2 adverbs**-ly opener**Open with an adverb followed by a comma**The more, the more** The first more is an emotive word, the second is a related action **3ed adjectives** Separated by commas **Ad, same ad**Same adjective twice **4A** **sentences**2 adjectives before the first noun, and 2 after. **2 Adjectives Sentence** A sentence beginning with two adjectives ending in ed**Two Pairs Sentence**  Begin with two similar pairs of adjectives/ adverb, separated with an ‘and’  | **1A**One adjective sentence **The W’s**Question word opener**Noun List Sentence** Three noun sentence **List Sentence**Three or more adjectives to describe a noun**BOYS**But, or, yet, so – coordinating conjunctions**2A**Two adjectives sentence separated with a comma **2 adverb sentences**Ending with 2 adverbs**-ly opener**Open with an adverb followed by a comma**The more, the more** The first more is an emotive word, the second is a related action **3ed adjectives** Separated by commas **Ad, same ad**Same adjective twice **4A** **sentences**2 adjectives before the first noun, and 2 after. **2 Adjectives Sentence** A sentence beginning with two adjectives ending in ed**Two Pairs Sentence**  Begin with two similar pairs of adjectives/ adverb, separated with an ‘and’ Ing, ed verb openerStarts with ing verb and ends with an ed verbShort sentence 1-3 wordsAs-lyOpen with As and end the action with an adverbIf, If ThenA summary sentence with three clauses. If followed by a comma.Short sentence-for tension. | **1A**One adjective sentence **The W’s**Question word opener**Noun List Sentence** Three noun sentence **List Sentence**Three or more adjectives to describe a noun**BOYS**But, or, yet, so – coordinating conjunctions**2A**Two adjectives sentence separated with a comma **2 adverb sentences**Ending with 2 adverbs**-ly opener**Open with an adverb followed by a comma**The more, the more** The first more is an emotive word, the second is a related action **3ed adjectives** Separated by commas **Ad, same ad**Same adjective twice **4A** **sentences**2 adjectives before the first noun, and 2 after. **2 Adjectives Sentence** A sentence beginning with two adjectives ending in ed**Two Pairs Sentence**  Begin with two similar pairs of adjectives/ adverb, separated with an ‘and’ Ing, ed verb openerStarts with ing verb and ends with an ed verbShort sentence 1-3 wordsAs-lyOpen with As and end the action with an adverbIf, If ThenA summary sentence with three clauses. If followed by a comma.Short sentence-for tension.Simile sentenceLike a ….as aOutside (inside)Two related sentences that tell us what a character has done and related inner feelingIrony sentenceDeliberately overstates how good or bad something isName-adjective pair-sentenceName with added information inside dashes3 bad-dash question3 negative followed by a dash and then a questionSome; othersUsing a semi-colon  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Genres** | RetellFact FileRecountStory with a repetitive refrainInformation textInstructionsLettersPoetryPerformance Poetry | RetellInformation textRecountInstructionsPostcardBiographyNarrativeSetting descriptionPoetryPerformance Poetry (Mixed-genre in preparation for moderation)  | RetellNon-chronological ReportNews ReportNarrativeDiary EntriesPoetryPerformance Poetry | Write in roleNon-chronological ReportNarrativeRetellTraditional TaleDescriptive WritingPerformance Poetry | Newspaper ReportDiary EntriesExplanation TextNon-chronological ReportNarrativeRecountPersuasive LetterPlayscriptPoetryLettersBiographyInstructionsPerformance Poetry |  Non-chronological ReportBiographiesNarrativeDiary EntriesBalanced ArgumentPoems that raise issuesPersuasive WritingDescriptive Writing(Mixed-genre in preparation for moderation) |