**Landscore English writing progression and genre mapping – National Curriculum 2014**

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|  | **Fiction 50% 9 units** | **Non-Fiction 6 units** | **Poetry and plays 3 units** |
| **KS1** | **Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently** | | |
| Become very familiar with:  **key stories**  **fairy stories**  **traditional tales**  retelling them and considering their particular characteristics.  Write narratives about **personal experiences and those of others** (real and fictional). | Listen to and discuss information books and other non-fiction.  Pupils should be shown some of the processes for finding out information.  Be introduced to non-fiction books that are structured in different ways.  Pupils should learn about cause and effect.  Write about real events Write for different purposes. | Learn to appreciate rhymes and poems, and to recite some by heart.  Build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  Write poetry. |
|  | Narratives  Traditional and fairy tales  Stories with predictable and patterned language  Stories about fantasy worlds  Stories with familiar settings Character/setting description  Different stories by the same author  Extended stories/significant authors Stories from other cultures | Instructions  Labels, lists, captions  Letters  Information texts  Dictionary work  Invitations  Diary  Science Instructions  Persuasive  Recounts  Fact writing  Explanation texts | Poems on a theme  Using the senses  Pattern and Rhyme |
| **Lower KS2** | **Overarching: listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Identify themes and conventions in a wide range of books Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum Pupil should 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.** | | |
| Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.  Draft and write narratives, creating settings, characters and plot. | Use dictionaries to check the meaning of words that they have read.  Retrieve and record information from non-fiction  Learn the conventions of different types of writing (e.g. the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).  They should be shown how to use contents pages and indexes to locate information.    Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings]. | Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  .  Recognise some different forms of poetry [for example, free verse, narrative poetry].    Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words |
|  | Stories with familiar settings  Myths and Legends  Adventure and mystery  Dialogue and Plays  Character descriptions  Setting descriptions  Stories with a historical setting  Stories which raise issues or dilemmas  Stories set in an imaginary world  Stories from other cultures  Play scripts  Narratives writing from different viewpoints  Diaries | Instructions  Information Texts  Authors  Letters/Informal  Information Texts  Reports  Chronological reports  Recounts  Newspapers  Persuasive texts  Explanation texts  Letters  Informal letters  Leaflets | Poems to perform  Shape poetry and calligrams  Language play |
| **Upper KS2** | **Overarching: Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**  **Read books that are structured in different ways and read for a range of purposes Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.** | | |
| Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.  Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves Pupils should be taught to recognise themes in what they read, such as loss or heroism.    They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text  Draft & write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. | Distinguish between statements of fact and opinion.    Retrieve, record and present information from non-fiction.  They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.  Use of reference books. They should be shown how to use contents pages and indexes to locate information.  The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review  Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | Learn a wider range of poetry by heart  Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
|  | Setting description  Fables Myths and Legends  Stories from other cultures  Film Narrative  Play scripts  Diary Writing  Stories with flashbacks Description/setting writing | Autobiographies/biographies  Journalistic texts - newspapers Arguments  Authors  Formal/ Impersonal writing  Letters – formal/informal  Persuasive  Recounts  Non chronological report | Poetic Style  Narrative Poetry  Performance Poetry  The Power of Imagery  Narrative poetry |