



English 2014 Checklist	Genre checklist					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Composition	Short narratives	Narratives about personal experiences (real and fictional) Narratives about other people's experiences Poetry about personal experiences Writing about real events Writing poetry Writing for different purposes	Narratives <ul style="list-style-type: none"> - Creating settings - Creating characters - Creating plot Non narrative using simple organisational devices		Narratives <ul style="list-style-type: none"> - Describing settings - Describing characters - Describing atmosphere - Integrating dialogue to convey character - Integrating dialogue to advance the action Précising longer passages Using devices to build cohesion within and across paragraphs Structuring texts with organisational and presentations devices	

Composition			
Year 1 Pupils should be taught to:	Year 2 Pupils should be taught to:	Years 3 and 4 Pupils should be taught to:	Years 5 and 6 Pupils should be taught to
write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry 	plan their writing by: <ul style="list-style-type: none"> • 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 	plan their writing by: <ul style="list-style-type: none"> • 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



Writing coverage 2024-2025

<ul style="list-style-type: none">sequencing sentences to form short narrativesre-reading what they have written to check that it makes sense	<ul style="list-style-type: none">writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentence	<p>draft and write by:</p> <ul style="list-style-type: none">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 themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices [for example, headings and sub-headings]	<p>draft and write by:</p> <ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
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