



Being a Writer at Sunnyside Academy

- Use systematic phonics to segment sounds and spellings with increasing accuracy
- Write with confidence and accuracy across the curriculum
- Plan, draft, edit and evaluate their work, making improvements throughout
- Write clearly for audience and purpose, using appropriate vocabulary and text structure features
- Written work will be presented to a high standard across the curriculum
- Enjoy writing as a positive way of communicating with others and expressing their ideas
- To use high quality texts, including fiction, non-fiction and poetry as inspirational models for their own writing
- Be exposed to immersive experiences through rehearsal room techniques and active approaches
- Demonstrate independence, resilience, stamina and perseverance
- Write as a reader and read as a writer



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

Year Group	Autumn 1 8 Weeks	Autumn 2 7/8 Weeks	Spring 1 5/6 Weeks	Spring 2 5/6 Weeks Shakespeare	Summer 1 6 weeks Shakespeare	Summer 2 7 weeks
Nursery Retrieval focus	Focus of memory retrieval this term is: Developing core strength		Focus of memory retrieval this term is: Making marks		Focus of memory retrieval this term is: Modified tri-pod grip	
Nursery	Narrative Traditional Tales	Narrative	Narrative	Narrative	Narrative	Narrative
Incorporating Literacy & Physical DM	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. Explore different materials and tools. Use large-muscle movements to wave flags and streamers, paint and make marks.			Recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing Write some or all of their names Write some letters accurately Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.		
	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes
	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.			Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word		
	Opportunities for Writing are indoor and outdoor, activities are targeted, structured and in continuous provision for free play, fine/gross motor activities daily to develop core strength and pre-writing skills					
Reception Retrieval focus	Focus of memory retrieval this term is: Modified use of tri-pod grip		Focus of memory retrieval this term is: Developing use of tri-pod grip		Focus of memory retrieval this term is: Letter formation	
Reception	Narrative Traditional Tales Hold a pencil correctly-tripod grip Orally compose full simple sentence	Narrative Orally compose full simple sentence Write recognisable letters Use recently taught vocabulary	Narrative Orally compose full simple sentence Write simple phrase with sounds from taught code Spaces between words	Narrative Orally compose full simple sentence Write simple sentence with sounds from taught code Spaces between words	Narrative Orally compose full simple sentence Write simple sentence with sounds from taught code demarcated with capital letters and full stops Spaces between words	Narrative write simple phrases and sentences that can read by others write a single sentence demarcated with capital letters and full stops Spaces between words
		Nursery Rhymes Perform : Repetitive language Begin to recognise how words can combine to make simple sentences.	Nursery Rhymes Attempting writing for a variety of purposes. Spaces between words	Nursery Rhymes Compose collectively: simple sentence with spaces If names are used, encourage use of capitals	Nursery Rhymes Compose collectively: Simple sentence with spaces If names are used, encourage use of capitals	Nursery Rhymes Begin to compose independently: Simple sentence with spaces If names are used, encourage use of capitals
	Nursery Rhymes Develop rhythm	Labels Simple label (one word) If names are used, encourage use of capitals	Captions Simple caption with sounds from taught code Spaces between words	Simple Sentences write a single sentence demarcated with some capital letters at the start of the sentence	Simple Sentences write a single sentence demarcated with capital letters and full stops Spaces between words	Sequenced Sentences Begin to use language of past, present and future tenses Spaces between words



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	Opportunities for Writing are indoor and outdoor, activities are targeted, structured and in continuous provision for free play, fine/gross motor activities daily to develop core strength and pre-writing skills					
Year 1 Retrieval focus	Focus of memory retrieval this term is: Secure tri-pod grip Correct orientation and formation of letters		Focus of memory retrieval this term is: Capital letters and full stops		Focus of memory retrieval this term is: Nouns	
1	Narrative Stories with familiar phrasing write simple phrases and sentences that can be read by others write a single sentence demarcated with capital letters and full stops Nouns Adjectives	Poetry Familiar Rhymes Perform collectively: Appreciate rhymes and poems and recite some by heart Plurals- see spelling progression Compose a simple sentence with spaces, CL and FS	Narrative Noun Phrase Verbs- action Joining clauses using co-ordinating conjunctions (and) join nouns or adjectives using 'and' (I have fish and chips for supper). - use 'and' to join to main clauses (The old man walked to the top of the hill and then he walked back down again). write a single sentence demarcated with capital letters and full stops short descriptive sentence CL for names, places, days of the week	Narrative Simple Descriptions Noun Phrase Conjunction Exclamation ! Prefix un - changes to meaning of verbs and adjectives to negative (unkind, untie) short descriptive sentence exclamation sentence	Narrative Beginning/Middle/End Noun Phrase Conjunction Exclamation Fronted adverbials Exclamation sentence Short descriptive sentence including adverbials	Narrative Beginning/Middle/End Noun Phrase Conjunction Exclamation Fronted adverbials Question marks Exclamation sentence Short descriptive sentence Question sentence Write in the appropriate tense with an attempt at first person (The Big Bad Wolf was...)
	Sequencing Events Chronological order Time connectives using language of past, present and future tenses Correct use of simple prepositions in writing - inside, outside, towards, across, under	Information Sentences and Labels CL for names, places Title to identify what the text is about Simple sentences joined with 'and' and demarcated with CL and FS	Poetry Senses Explore singular/plurals Perform poems including repeated phrases and create and include actions Compose a list poem	Simple fact file (questions) Question mark Written in the appropriate tense, usually present Technical vocabulary relevant to subject statements Ideas grouped together by similarity	Instructions Imperative verbs Question mark Noun Phrase Simple title Numbered instructions Present tense Simple command sentences beginning with an imperative verb (Cut along the dotted line)	Simple Fact File Verbs to describe action statements contractions Technical vocabulary relevant to subject Suffixes - where no change in root word spelling is needed (helping, helped, helper)- see spelling progression



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

Year 2 Retrieval focus	Focus of memory retrieval this term is: Key punctuation and verbs		Focus of memory retrieval this term is: Tense agreement and suffix endings		Focus of memory retrieval this term is: Conjunctions	
2	Narrative Stories with Familiar Settings and Characters 3 rd person Beginning/Middle/End Noun Phrase which add detail to the description (The brave woodcutter...) Common nouns Conjunctions CL for names, places, days of the week Plurals – see spelling progression Vowels and consonants Compound words Intro to morphology	Instructions Fronted adverbials (first, next) Conjunctions Imperative verbs Noun Phrase Present tense prepositions commands Title outlines the goal (How to bake a cake) Equipment list Commas in a list Command sentence -ful - less -ly	Recount Sentences organised chronologically with time conjunctions (next, finally) Joining clauses using a variety of co-ordinating conjunctions and, but, or, so to make compound sentences. - join nouns or adjectives using ‘and’ (I have fish and chips for supper). - use ‘and’ to join to main clauses (The old man walked to the top of the hill and then he walked back down again). - Spiders can be small or they can be large. Fronted adverbials with comma Simple adverbs (Yesterday, today) Past tense Personal pronoun (our, it, mine) First person -er -est -or	Narrative Descriptions and Settings List of three sentence (comma) 3 rd person Beginning/Middle/End Expanded noun phrase Conjunctions Exclamation Question marks Clause Subordinating conjunctions Possessive apostrophe Super Sur- Under over	Narrative Sequence Events/Character Dialogue List of three sentence (comma) 3 rd person Beginning/Middle/End Expanded noun phrase Conjunctions Exclamation Question marks Subordinating conjunctions to join two clauses Simple dialogue Possessive apostrophe -ness -ed (adjectives) -ing (adjectives)	Instructions List of three sentence (comma) Expanded noun phrase (Begin to spot use of ‘who’ /‘which’ to add additional information to a noun (using a relative clause) - The witch, who lived in the cottage, was evil. - The cat, which was ginger, purred quietly) Variety of conjunctions Exclamation Question marks Imperative verb Possessive apostrophe -ful -ly
	Poetry Rhymes and Lyrics Suffixes - where no change in root word spelling is needed (helping, helped, helper)- see spelling progression Take familiar rhyme/lyric poem and redraft using adjective, nouns and verbs Perform- Appreciate and learn poems by heart reciting with	Non-chronological Report Coordinating conjunctions Technical vocabulary statements Brief introduction giving a general description of the chosen subject Main ideas organised in a group Noun Phrase which add detail to the description -s	Information Fact File Technical vocabulary Subordinating conjunctions Compound words Contraction – see spelling progression Main ideas organised in a group Joining clauses using a variety of co-ordinating conjunctions and, but, or, so to make compound sentences.	Poetry Rhymes and Lyrics (simple rap) Compose a rap that includes: Contractions Questions Commands Perform a rap/lyric link with RSC performance – (this could be your performance poetry of the half term)	Poetry Description Compose poem with specific language choice / humorous words to include: Adverbs to qualify the verb contraction homophones/near homophones Perform poem with repeated pattern and structure	Explanation Technical vocabulary Compound words Main ideas organised in a group Title to show what the text is about General statements to introduce the topic Chronological order Present tense 3 rd person Coordinating conjunctions



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	intonation. Include a mix of contemporary and classic poems Intro to morphology	-es -y		-less		Use more complex subordinating conjunctions (because, if, that, while, when,) to join a main and subordinate clause. -When the weather is cold in Autumn leaves fall -ment
	Recount Chronological sequence including simple adverbials (next, then, finally) Coordinating conjunctions Past tense Personal pronoun Proper nouns First person Prepositions Contraction- see spelling progression Clause - A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. <u>It was raining</u> but <u>the sun was shining</u>. [two main clauses] . The man who wrote it told me that it was true. [one main clause containing two subordinate clauses] un- re- -ly -ed (verb) -ing (verb)		Simple Explanation Title to show what the text is about Technical vocabulary Question mark – as a title Subordinating conjunctions Explore singular/plurals Main ideas organised in a group -ly -ful			Recount Brief introduction and conclusion Possessive apostrophes Coordinating conjunctions Fronted adverbials with comma Past tense Being verbs (find proper name) Personal pronouns First person Clauses (main/subordinate)



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

Year 3 Retrieval focus	Focus of memory retrieval this term is: Subordinating conjunctions		Focus of memory retrieval this term is: Punctuation taught so far		Focus of memory retrieval this term is: Adverbs	
3	Narrative Fairy Tales/Adventure Simple dialogue sentence (inverted commas) List of three sentence (comma) 3 rd person Beginning/Build up/ Problem/ Solution/End Expanded noun phrase (Begin to spot use of 'who' /'which' to add additional information to a noun (using a relative clause) - The witch, who lived in the cottage, was evil. - The cat, which was ginger, purred quietly) Coordinating Conjunction Exclamation Question marks Contractions Precise use of paragraphs for organising ideas around themes Intro to morphology Compound words	Instructions/Recipes Fronted adverbials with comma Imperative verbs and adverbs (Carefully, cut along the dotted line) conjunctions Noun Phrase Present tense commands Equipment list with a subheading Commas in a list Title and brief introduction that summarises the instructions -ful (y2) -ly (y2) un- (y2)	Narrative Character Profile Use complex sentences to express time, place, cause. - time, place, cause can be expressed using conjunctions (when, so, because, before, after, while), adverbs of time (then, next, soon, therefore) and prepositions (before, after, during, in, because of) (Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.) contractions Simile sentence Extra information List sentence (comma) Possessive apostrophes relative clause to add detail - who/whom/which/whose/that. – (The man, who was cross, shouted.) -ure In- Im- Il- Ir-	Narrative Dilemma Begin to introduce a wider variety of openers -Use and manipulate a greater variety of adverbials to open a sentence including - ly openers (Cautiously, she opened the door.) - ing starters (Sighing, she went home). - conjunctions of time (Later that day, she saw him). - prepositions (In a forest, lived a giant). - adverbial phrases showing where, when, how (A few days ago.... At the back.... With a furious glance...) Precise use of paragraphs for organising ideas around themes Scribe Script Pre-	Narrative Historical/Adventure Irregular verbs Range of pronoun Adverbs of manner (eg. ferociously, timidly) Precise use of paragraphs for organising ideas around themes Clause - A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. <u>It was raining but</u> <u>the sun was shining.</u> [two main clauses] . The man who wrote it told me that it was true. [one main clause containing two subordinate clauses] Contractions anti- ant- multi-	Narrative Use complex sentences to express time, place, cause wider variety of openers Simple dialogue (inverted commas) including consistent present tense for dialogue List of three sentence (comma) 3 rd person Beginning/Build up/ Problem/ Solution/End Expanded noun phrase Conjunction Exclamation Question marks ellipses Precise use of paragraphs for organising ideas around themes Spect -ed (stressed vowels) -ing (stressed vowels)
	Poetry List Poems (Kennings) Compose a Kennings poem using varied, rich and purposeful vocabulary:	Non-chronological Report headings sub-headings questions Clear introduction	Information Fact File Headings Sub-headings Correct determiner (a/an)	Instructions Consistently use: Fronted adverbials with comma	Poetry Personification (Free verse) Perform individually, exploring the use of actions to	



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	Regular verbs nouns Individually perform- Appreciate and learn poems by heart reciting with intonation, tone and volume. Include a mix of poems structured in different ways Vowels and consonants	Paragraph organised around a key topic Subheadings Conclusion Technical vocabulary Subordinate clause -ous -port	Collective noun (a pride of lions) Clear introduction Paragraph organised around a key topic Subheadings Conclusion Technical vocabulary Subordinate clause	Imperative verbs Coordinating/subordinating conjunctions Noun Phrase Present tense prepositions commands Possessive apostrophes ex- e-		help the listener to understand. Compose using: Similes Possessive apostrophe dis- dif- di- mis-
	Recount Clear introduction Paragraphs organised into key events Possessive apostrophes Coordinating conjunctions Fronted adverbials with comma Consistent past tense Range of personal pronoun to avoid repetition First person Contraction De- Trans- Tele-		Explanations Use a comma to separate clauses when the sentence begins with a conjunction Subordinating conjunction Subordinate clause Precise use of paragraphs for organising ideas around themes Title showing what the text is about using a how or why question Adverbials of time (first, then, next) Vise struct		Explanation Other prefixes (dis, mis, in) Subordinate clause following a subordinate conjunction Precise use of paragraphs for organising ideas around themes Opening paragraph introduces the process Stages of the process are clearly broken down Inter- ject	Persuasion Adverts Possessive apostrophes including plural nouns Commands Statements Exclamations Precise use of paragraphs for organising ideas around themes Opening statement that often begins with a question (Ever wondered...) Facts and statistics Imperative verbs to convey urgency (By today) Points about the issue or theme Rhetorical questions Closing statement summarising impact Vent Vene Super



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

Year 4 Retrieval focus	Focus of memory retrieval this term is: Apostrophes and dialogue		Focus of memory retrieval this term is: Commas		Focus of memory retrieval this term is: Sentences (complex, compound & simple)	
4	Narrative Short Story Use expanded noun phrases, including those containing a preposition. - a group of words that describe a noun, what it looks like, its position etc (eg, The teacher ... expanded to ...The strict teacher with the curly brown hair) wider variety of openers Full speech punctuation 3 rd person Beginning/Build up/ Problem/ Solution/End Conjunction Exclamation Question marks Paragraphs organised correctly, building up to the event or climax Intro to morphology Vowels and consonants Compound words	Instructions Precautionary advice and/or tips (Be careful to) Instructions beginning with an imperative verb, with a fronted adverbial to add detail using a comma after the adverbial (When the fold is in place, cut along the dotted line) Equipment list to be bullet points Fronted adverbials with comma Imperative verbs Subordinating conjunctions Noun Phrase Present tense prepositions commands Possessive apostrophes Kilo Gram Mill Cent -ive -ty	Narrative Character Profile Use complex sentences to express time, place, cause. - time, place, cause can be expressed using conjunctions (when, so, because, before, after, while), adverbs of time (then, next, soon, therefore) and prepositions (before, after, during, in, because of) (Long ago, in a dark prison, a prince was held captive because he refused to marry the evil queen.) Simile Extra information List sentence (comma) Possessive apostrophes -ion -an Struct (y3) Spect (y3)	Narrative Dilemma Adverbs of time and manner Use commas to separate a subordinate clause from a main clause regardless of order. - Feeling tired and unwell, he sat down in the armchair. – He sat down in the armchair, feeling tired and unwell. List of three (comma) Ellipses Link between opening and resolution -ship aud phone	Narrative Historical/adventure Use complex sentences to express time, place, cause wider variety of openers Direct speech (with accurate punctuation included comma after reported clause * pre-teaching) List of three (comma) 3 rd person Beginning/Build up/ Problem/ Solution/End Expanded noun phrase Conjunction Exclamation Question marks Paragraphs act rupt -en -ise	Narrative Appropriate and conscious choice of noun or pronoun across sentences to aid cohesion and avoid repetition. Use apostrophes to mark singular and plural possession. - the girl's books - the boys' boots tract port (y3)
	Poetry Calligrams	Non-chronological Report Use subordinate clauses to create complex sentences. -	Information –Fact file Correct determiner (a/an)	Poetry	Interview (curriculum link) Introduction to the interview Layout in a Q&A style	Poetry Song lyrics (music curriculum link)



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

Perform- Appreciating the words and phrases that capture the readers interest and imagination Compose a Calligram: Whole poem must link to visual representation of theme (curriculum link) Use increasing range of sentence structure to create the visual -er (y2) -or (y2)	children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting). - include ly/ing/ starters and 'drop in' (relative) clauses begun in earlier years Clear introduction and conclusion Links between sentences to navigate the reader from one idea to the next Paragraphs organised into key ideas Technical vocabulary relevant to the subject -ous (y3) -s (y2) -es (y2) Per-	Collective noun (a conspiracy of lemurs) Clear introduction and conclusion Links between sentences to navigate the reader from one idea to the next Paragraphs organised into key ideas Technical vocabulary to show the writers expertise Sentences build from more general to specific Subordinate clauses Adverbs to show how often: frequently, rarely -ic -al -able -ible	Narrative poem including figurative language (personification/similes/metaphor) Perform – explore different voices for narrators and characters Compose a narrative poem using: Nouns/pronouns appropriately for clarity and cohesion to either avoid repetition or use repetition for effect -less (y2) -ful (y2)	Closing statement Formal tone Subordinating conjunctions Second person for questions First person for responses inter-(y3) ject (y3)	Perform a song exploring intonation, tone, volume and action Compose first verse collectively as a class using: Apostrophes Organising verses around a theme en- em-
Biography Clear introduction and conclusion Elaboration is used to reveal the writers emotions Possessive apostrophes Identify and use words that fit into all four noun categories, and know and use the term 'abstract noun'. - I was filled with happiness when school ended. - know how to change adjectives into abstract nouns both by adding suffix 'ness' and removing suffix (beautiful / beauty, happiness / happy)	Diary/Blog Consolidate dropping in a relative clause to add detail - who/whom/which/whose/that. – (The man, who was cross, shouted.) Formal/informal language used appropriately for greeting and sign off (teacher to decide) Adverbs to give further information (Additionally) Emotive language Sub- De- (y3)			Explanations Title showing what the text is about using how or why Variation of sentence types using a range of conjunctions (although, while, until) Technical vocabulary Possessive apostrophes Opening paragraph introduces the process Stages of the process are clearly broken down with a focus on cause and effect Cause and effect sentences explaining how one event leads to the next	Persuasion Adverts Explore Use the term synonym and antonym correctly and identify less common synonyms and antonyms. - synonyms are words with similar meaning (dispute/conflict) - antonyms are words with the opposite meaning (happy/sad) Planned repetition to reinforce a point Positive language for description Argue and give reasons



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	Correct and consistent use of tense -ness (y2)				kilo gram mill cent	Adverbials (finally, in conclusion) fy fic fice -hood
Year 5 Retrieval focus	Focus of memory retrieval this term is: Relative clauses and relative pronouns		Focus of memory retrieval this term is: Omissive & Possessive apostrophes including plurals		Focus of memory retrieval this term is: Independent clauses	
5	Narrative Adventure/ Mystery Use subordinate clauses to create complex sentences. - children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting). - include ly/ing/ starters and 'drop in' (relative) clauses begun in earlier years Dialogue with accurate punctuation including comma after reported clause Use relative clauses and relative pronouns Intro to morphology Vowels and consonants	Non-chronological Report (curriculum link) Indicate degree of possibility using modal verbs Conjunctions: Additional / oppositional/ causal/ explanation and reinforcement Use expanded noun phrases to convey complicated information concisely Use of brackets, dashes and/or commas to parenthesis Develop introduction (summarise the report) and conclusion Description of the topic is technical and accurate Formal language used throughout Sentence length varied for effect -ous (y3) semi bi une	Narrative Dilemma Dialogue with accurate punctuation Use subordinate clauses to create complex sentences. - children should now be using subordinate clauses at the beginning, middle and end of sentences as appropriate/effective - children should be aware of why a clause is subordinate or main (eg it may be subordinate because it doesn't contain a subject. Sprinting along the path at high speed.... Does not specify who or what is sprinting). Adverbial phrases including commas after fronted adverbial (time) Use relative clauses and relative pronouns Pro-	Narrative Settings, characterisation and creating atmosphere Prepositional phrases Adverbial phrases (place) Choose noun or pronouns appropriately for clarity and cohesion to avoid ambiguity and repetition Use devices to build cohesion within a paragraph (then, after that) Use relative clauses and relative pronouns Simile/ metaphor sentences to fit the context of writing fact fect face fice	Narrative Settings, characterisation and creating atmosphere Link ideas across paragraphs using adverbials of time or tense choices (he had seen her before) Indicate degree of possibility using adverbs (perhaps) Simile/ metaphor sentences to fit the context of writing -tude -ous (y4)	Diary/Recount Developed introduction and conclusion Reveals the writer's perspective Conjunctions: Additional / oppositional/ causal/ explanation and reinforcement Use expanded noun phrases to convey complicated information concisely Use of brackets, dashes and/or commas to parenthesis Sequence of plot may be disrupted for effect (flashback) -ant -ance -ent -ence



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	Compound words		form			
	Poetry Free Verse – based on a theme or an issue (curriculum link) Perform: consider intonation to show meaning to the audience Compose a free verse poem that reflects duct duce	Explanation (curriculum link) Possessive apostrophes Use expanded noun phrases to convey complicated information concisely Use of brackets, dashes and/or commas to parenthesis Diagrams to add information Formal tone Relative clauses that are correctly punctuated tri quadr quart		Poetry Perform – own composition using appropriate intonation, volume and movement so that meaning is clear Compose a Cinquain poem -ly (y2) -ful (y2)	Persuasion letter Indicate degree of possibility using modal verbs Use of commas to clarify meaning and avoid ambiguity (The panda, eats shoots and leaves) Relative clause to provide additional enticement Use of brackets, dashes and/or commas to parenthesis -ive (y4) -ty (y4)	Narrative Science Fiction/Adventure Adverbial phrases (time) Use of commas to clarify meaning and avoid ambiguity (The panda, eats shoots and leaves) Use of semi colons to separate main clause within compound sentences * pre teach Use devices to build cohesion within a paragraph (then, after that) Sequence of plot may be disrupted for effect (flashback) Pronouns used to create suspense (it crept into the woods) ab- a- ad- a-
	Recount Diary (curriculum link) Possessive apostrophes Use relative clauses and relative pronouns Use of brackets and/or dashes to parenthesis -ate -ed (y2) -ing (y2)		Scientific Recount Chronologically organised with clear signals about time and place Conjunctions: Additional / oppositional/ causal/ explanation and reinforcement Use expanded noun phrases to convey complicated information concisely Use of brackets, dashes and/or commas to parenthesis -ary -ery temp therm	Persuasion/Information Adverts/poster/leaflets Possessive apostrophes Indicate degree of possibility using modal verbs Planned repetition to reinforce a point Positive language for description Argue and give reasons Adverbials (finally, in conclusion) Short sentences for emphasis Relative clause to provide additional enticement Use of brackets, dashes and/or commas to parenthesis Vert Verse -ably -ibly	Balanced Argument Indicate degree of possibility using modal verbs Use of commas to clarify meaning and avoid ambiguity (The panda, eats shoots and leaves) Use of colons to separate clauses * pre teach Relative clauses A summary and a recommendation Present tense -able (y4) -ible (y4) -tude	Play Script Possessive apostrophes Use of brackets, dashes and/or commas to parenthesis -dom cess ceed cede cease



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

Year 6 Retrieval focus	Focus of memory retrieval this term is: Use of a colon (independent clauses & lists)		Focus of memory retrieval this term is: Semi colon (independent clauses & lists)		Focus of memory retrieval this term is: Tense	
6	Narrative Short Story Appropriate adjectives for context Verbs fitting for context Use of commas to clarify ambiguity Link ideas across paragraphs using a wider range of cohesive devices (use of adverbials such as 'on the other hand', in contrast) Use relative clauses and main and subordinate clauses to extend sentences	Non-chronological Report Possessive apostrophes Hyphen to avoid ambiguity (A man-eating shark) Uses layout devices to structure text appropriately (headings, sub-headings) Detailed introduction and conclusion that draw links back and forth Description of the topic is technical and accurate Formal language used throughout	Narrative Dilemma Use of colons to separate clauses Hyphen to avoid ambiguity (A man-eating shark) The story is well structured and raises intrigue -ish -esque Fer -age	Narrative Settings, characterisation and creating atmosphere Dialogue sentences to advance the plot and show character with accurate punctuation and advance the action Use of colon to introduce list Use of semi colon within a list Direct/Reported speech post fore fract frag fringe	Narrative Settings, characterisation and creating atmosphere Dialogue to advance the plot and show character with accurate punctuation and advance the action Use of semi colons to separate main clause within compound sentences Sequence of plot may be disrupted for effect (flashback) -ant (y5)	Diary/ Blog Possessive apostrophes Use of semi colons to separate main clause within compound sentences Use of colons to separate clauses Direct/Reported speech Reveals the writer's perspective Active and passive voice Be aware of the writers impact on the reader inter-(y3) ject (y3)



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	Intro to morphology Vowels and consonants Compound words	Sentence length varied for effect Active and passive voice Colons and semi colons Complex noun phrases (The fragile eggs were slowly removed from the mother hen) -ism -ist			-ance (y5) -ent (y5) -ence (y5)	struct (y3) spect (y3)
	Poetry Emotive Poems (linked to curriculum) Perform own composition using appropriate intonation, volume and movement so that meaning is clear Compose Black Out poetry, selecting appropriate vocabulary to enhance meaning -ed (y2) adjectives -ing (y2) adjectives -ness (y2)	Explanation Use of brackets, dashes and/or commas to parenthesis Commas for clarity Use of colon to introduce list Use of semi colon within a list Hyphen to avoid ambiguity (A man-eating shark) Uses layout devices to structure text appropriately (headings, sub-headings) Diagrams to add information Formal tone Conclusion linking back to the opening Glossary of technical vocabulary Passive voice (The oxygenated blood is transported around the body) -ing (y3) verbs -ion (y3)	Scientific Recount Use of colon to introduce list Use of semi colon within a list Link ideas across paragraphs using a wider range of cohesive devices (use of adverbials such as ‘on the other hand’, in contrast) Use modifiers to intensify, quantify and add precision (An exceptionally strong bowl is required) Magn -ful (y2) -ly (y2)	Persuasive Speech Possessive apostrophes Use of colons to separate clauses Link ideas across paragraphs using a wider range of cohesive devices (use of adverbials such as ‘on the other hand’, in contrast) Recognise vocabulary and structures that are appropriate to formal speech (Subjunctive forms ‘If I were...’) Emotive language to engage the reader Hyperboles used to exaggerate Semi colons for structured repetition (Bring your friends; bring your children; bring the whole family!) -ary (y5) -ery (y5)	Persuasion/information Adverts/Poster/Leaflets Use of colons to separate clauses Link ideas across paragraphs using a wider range of cohesive devices (use of adverbials such as ‘on the other hand’, in contrast) Trans- (y3) Port (y3)	Narrative Science Fiction/Adventure Use of semi colons to separate main clause within compound sentences Use of colons to separate clauses Change tense as appropriate throughout the story -ion (y4) dis- dif- di- (y3)
	Recount Diary Use of semi colons to separate main clause within compound sentences Use passive verbs to affect the presentation of information in a sentence (I broke the window in the greenhouse vs The window in the greenhouse was broken by me)	Biography ceive cept			Discussion Text Correctly indicate degree of possibility using modal verbs Use of commas to clarify meaning and avoid ambiguity (The panda, eats shoots and leaves) Correct use of colons to separate clauses Relative clauses	Poetry Ballad Perform an end of year Ballad that focuses on celebrating and praising their time at Sunnyside Compose a Ballad that narrates their story in short stanza using rhythm and rhyme
						Play Script Dialogue to advance the plot and show character with appropriate punctuation and advance the action Well structured to convey text features Sequence of plot may be disrupted for effect (flashback)



Sunnyside Academy Whole School Genre Map

Prior learning needs to be secure before moving on, teachers are expected to revisit content in the form of retrieval practice

	Sequence of plot may be disrupted for effect (flashback)				A summary and a recommendation Present tense	Change tense if appropriate
	com- con- co- cor- col-					

Purposes for poetry: to convey information, to entertain, to share a story, to amuse, to reflect, to pass on culture heritage, to pray with thanks, to celebrate, to praise, to persuade etc. The purpose for poetry should be discussed with pupils.

Blackout poem	This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.
Ballad	A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme.
Calligram	This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.
Cinquain	A cinquain has a 5 line structure. It follows the pattern: Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables
Free verse	Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative
Haiku	This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables
 kennings	A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors.
List poem	A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat... Things that... Words and phrases are often repeated. It may or may not rhyme.
Narrative	A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.