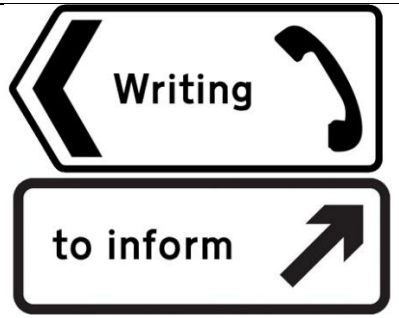
Text Level Coverage:

Title	Key Stage 1	Key Stage 2
Narrative	• Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries and letters.	• Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters . • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	• Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports.	• Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	• Learn by heart and perform a significant poem. • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. • Rhyming couplets. • Shape / Acrostic / Concrete	• Learn by heart and perform a significant poem. • Write poems that convey an image (simile, word play, rhyme and metaphor). • Free verse. • Nonsense poems. • Kennings. • Shape / Acrostic / Concrete • Narrative • Ballad / Song • Limerick • Sonnet •• Write haiku. • Write cinquain.
Note:	Only the following are statutory at KS1: • personal experiences • real events • poetry • different purposes.	Only the following are statutory at KS2: • narratives • non-fiction • poetry • different purposes.

Coverage of Text Types by Key Stage

The text type gives the writer a **purpose** and **vehicle** for writing. This coverage chart shows the text types to be covered at each phase. It is important to note that text types can be covered more than once in a phase. The National Curriculum should be used alongside this document to ensure spelling, grammar and punctuation are taught.				
KS1	• Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. • Learn by heart and perform a significant poem. Poetry • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. • Rhyming couplets. • Shape / Acrostic / Concrete	• Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports.	Write letters.	Use subject specific language to voice opinions. Use full sentences to ask and answer questions.

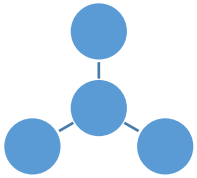
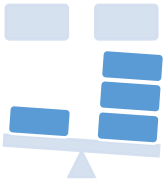
LKS2	• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. • Write stories set in places pupils have been. • Write plays. Poetry •Narratives • Nonsense poems. • Kennings. • Narrative • Write haiku. • Write cinquain.	• Write instructions. • Write recounts. • Write explanations. • Write biographies. • Write a newspaper article.	Write an advert. Write a letter. Write a poster.	Debate.
UKS2	• Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters in role. Poetry •Ballad / Song • Limerick • Sonnet • Free verse. • Narrative	• Write non-chronological reports. • Write newspaper articles. • Write formal explanations. • Write essays. • Write autobiographies in role. • Write police reports.	Write a persuasive argument. Debate. Letters of complaint	Write reviews. Write magazine features. Write balanced arguments.

1: The text types within each phase should be covered during that phase, ideally more than once. Each phase can use text types from other phases if appropriate to task. For example, it might be useful for Year 5 to create a poster relating to PSHE. This is an excellent way to recap previously taught text types.

2: This document should only be used for planning *coverage* of text types. Use this in conjunction with the National Curriculum and Writing for a Purpose document to ensure pitch is age appropriate. An effective AfL cycle will ensure that children are always building on prior learning.

3: Highlight the texts covered and hand this document to the next teacher for their information.

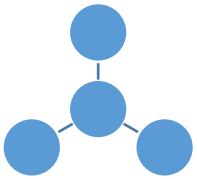
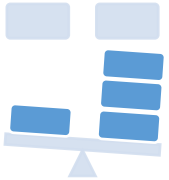
Text Type Suggestions by Year Group

Suggestions for writing mastery	Recount	Explanation	Information	Instructions 	Discussion	Letter	Persuasion 
Year 1	Recount of an event. diary in role.	Write sentences to explain ideas.	Information posters lists	Instructions for a recipe.	Oracy – children to give opinions in full sentences.	Letters to story characters. Thank you letters.	State their opinions in full sentences with reasons. School council manifestos
Year 2	Recount in role. News report for TV– 5Ws biography	Explanation – linked to theme. Organisation.	Write information fact files and posters. glossary	Instructions linked to theme. Eg…map directions	Oracy – children to learn share ideas using technical vocabulary. Groups work.	Letters to story characters. Letters to people they know.	Write letters to persuade story characters. School council manifestos
Year 3	Biography if a fictional character.	Explanation – linked to theme. Organisation and factfiles.	Information leaflets	Instructions – parody eg…using instructional structure in poetry.	Note taking for a debate.	Letters in role. Letters to persuade – current affairs. Informal invitation letters.	Posters – linked to theme. TV advert – visual literacy Letters to persuade – current affairs. School council manifesto
Year 4	Biography News Report	Explanation – linked to theme. Varying text for different audiences.	Formal information booklet	informal instructions linked to theme.	Note taking for a debate.	Emails / on-line communication. Letters to persuade. Letters in role.	Letters to persuade. Radio advert Posters linked to current affairs. School council manifesto
Year 5	Newspaper Report Autobiography in role	Explanation – linked to theme. Using a range of devices to organise ideas	Formal and informal information booklets – specific audiences	Formal instructions - footnotes	Review. Balanced report – current affairs.	Letters of complaint. Formal invitation letters Letters to real people.	Retail signs and adverts Persuasive argument Persuasive letter to a story character.

		including diagrams, labels and subject specific vocabulary					
Year 6	Newspaper Police report Autobiography, including flashbacks.	Explanation – linked to theme. Vary text for a chosen audience. Use a range of devices appropriately to organise ideas including diagrams, labels and subject specific vocabulary.	Formal and informal information booklets – specific audiences Essay.	Formal instructions parody - footnotes.	Essay Formal balanced report – current affairs. Magazine review – pop culture.	Letters to persuade. Formal letters of complaint. Emails / online communication.	Persuasive argument Formal persuasive letter to a real person. Holiday brochure Parody of adverts

Appendix 1

Non-Fiction Text Types

Recount	Explanation	Information	Instructions	Discussion	Letter	Persuasion
						
Purpose: To tell the reader what happened in an interesting and informative way.	Purpose: To help someone to understand a process.	Purpose: To present information so that it is easy to find and understand.	Purpose: To tell someone how to do something clearly.	To help someone understand the issues.	Purpose: To tell someone something.	Purpose: To promote a particular view and influence what people think or do.
Types of recount: Diary Biography Autobiography Police report Recount Journalistic	Formal Informal	Types of Information text: Non-chronological report.	Formal Informal	Type of discussion: Balanced reports. Debate note-taking.	Type of letter: Complaint Invitation Email Formal and informal Points of view letter	Types of persuasion: Manifesto Argument Advert Speech
Typical structure: Paragraphs ordered sequentially to demonstrate chronology.	Typical structure: Paragraphs organised sequentially in logical steps. Headings, subheadings and diagrams.	Typical structure: Paragraph ordered into categories. Headings, subheadings and diagrams. Fact-files.	Typical structure: Sequential order using bullet points. Often in a list form. Diagrams.	Typical structure: Essay format. Often a series of contrasting points. Logically organised into paragraphs.	Typical structure: Address Dear… Yours… Open sentence gives reason for writing.	Typical Structure: Often a series of points supporting one view point. Logical order.

Appendix 2:

Narrative Text Types

Fairy Tale / Traditional Tale	Myth/Legend/Fable	Adventure	Mystery/ghost	Modern fiction	Sci-fi / fantasy
Generally, follow a linear storyline. Moral.	Usually has a quest, linear storyline, Fables have a moral.	Usually contains an obstacle to be overcome.	Everything starts as normal…but is it? Can include flashbacks.	Multiple narrators, can contain flashbacks, story within a story told through letters etc	Set in another world, or in the future, fantastical beasts or aliens, often quest like.

	Progression in narrative	
	Story structure **Viewpoint**: **author**; **narrator** **Character** & **dialogue** **Setting**	**Telling stories** **Writing**
	• Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, '*Once upon a time…*' • Be aware that books have authors; someone is telling the story. • Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. • Stories happen in a particular place; identify settings by referring to illustrations and descriptions.	• Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play. • Attempt own writing for various purposes, using features of different forms, including stories.
	• Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. • Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. • Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. • Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.	• Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) *then, next* etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. • Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.

	• Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. • Begin to understand elements of an author's style, e.g. books about the same character or common themes; • Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. *sighed, shouted, joked.* • Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.	• Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. • Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*
	• Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense. • Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between 1st and 3rd person accounts; take part in dramatised readings using different voices for the narrator and main characters. • Identify examples of a character telling the story in the 1st person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue. • Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.	• Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

	• Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth. • Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) *do you agree with the way that the problem was solved?* Understand that the author or director creates characters to provoke a response in the reader, (e.g.) *sympathy, dislike;* discuss whether the narrator has a distinctive 'voice' in the story. • Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking? • Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.	• Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. • Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Sometime later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.
	• Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, 'time slip'. • Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) *the consequences of a character's mistakes – do they get a second chance?* author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events. • Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) *in response to particular experiences or over time*, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. • Different types of story can have typical settings. Real-life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds.	• Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. • Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously *(Meanwhile…)*; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.

	• Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily. • Look at elements of an author's style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) *a different character takes over the story-telling, the story has 2 narrators* – talk about the effect that this has on the story and the reader's response. • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. *in parody;* recognise that authors can use dialogue at certain points in a story to, (e.g.) *explain plot, show character and relationships, convey mood or create humour.* • Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation.	• Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. • Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.

Appendix 3:

Poetry Text Types

Nonsense / Humour / Limerick	Narrative	Haiku / tanka / cinquain	Sonnet	Song /ballad	Kenning	Free verse	Shape / concrete / Acrostic	Blank Verse
Purpose: To make you laugh.	Purpose: To tell a story.	Purpose: To capture a moment in time.	Purpose: To capture an emotion	Purpose: To entertain	Purpose: Riddle	Purpose: To capture a feeling or event	Purpose: To entertain	Purpose: A character describes their feelings.
Rhythmic, made up words, rhyme,	Story-like, rhyme and rhythm	Set number of lines and syllables – metaphor, imagery, captures a moment	14 lines Iambic pentameter Rhyme	Rhythmic and rhyme set to music	List poem using same suffix Homework eater Food gobbler Loud woofer	Shape, rhythm and rhyme are not consistent – used for effect. Imagery.	Shape: poem is written around the edge of a shape. Concrete: Shape is filled with the poem. Acrostic: Starting letter of each line spells a word.	Iambic pentameter Rhyming couplets. Shakespeare.

	Progression in Poetry		
	• ***subject matter and theme;*** • ***language use; style*** • ***pattern***	• ***use of voice;*** • ***presentation***	• ***original playfulness with language and ideas;*** • ***detailed recreation of closely observed experience;*** • ***using different patterns***
	• listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	• join in with class rhymes and poems, • copy actions	• enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns
	• discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern	• perform in unison, following the rhythm and keeping time • imitate and invent actions	• invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
	• talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns	• perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning	• experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models

	• describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms	• perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance	• invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern
	• describe poem's impact and explain own interpretation by referring to the poem; • comment on the use of similes and expressive language to create images, sound effects and atmosphere; • discuss the poem's form and suggest the effect on the reader	• vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem's meaning	• use language playfully to exaggerate or pretend; • use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms

	• discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; • compare different forms and describe impact	• vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation	• invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
	• interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes • explain the impact of figurative and expressive language, including metaphor; • comment on poems' structures and how these influence meaning	• vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	• use language imaginatively to create surreal, surprising, amusing and inventive poetry; • use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice