



Puttenham C of E Infant School
Literacy writing overview EYFS and KS1

Genre	Reception	Year one	Year two	exceeding	KS1
Non-fiction Recounts	<ul style="list-style-type: none"> Talk about events that have happened Sequence events Use sentence like structures to record an actual event 	<ul style="list-style-type: none"> Opening statement who when where how why what Sequence events using time vocabulary Include some adjectives to add detail and description (feelings) Simple conjunctions e.g and Chronological order Some time connectives Correct tense is mainly used 	<ul style="list-style-type: none"> Opening statement who when where how why what Sequence events using time vocabulary Include adjectives and adverbs to add detail and description (feelings) Conjunctions/co-ordination Time connectives Chronological order Closing statement showing awareness of reader Correct tense 1st or 3rd person 	<ul style="list-style-type: none"> Include commas in lists Use of paragraphs Consistently use past tense (regular and irregular) Variety of past tenses Different types of punctuation Editing/proof reading 	Non-fiction <ul style="list-style-type: none"> Labels, lists and captions Recounts Recounts of real events (Y2) Instruction Procedural (Y2) GD Explanation Information texts Non-chronological reports Newspaper reports Book review (Y2) letter
Labels and captions	<ul style="list-style-type: none"> Place labels Write simple labels write simple captions which might be a noun phrase 	<ul style="list-style-type: none"> Write simple labels and captions 	<ul style="list-style-type: none"> Use a range of topic related vocabulary Choose appropriate vocabulary to add detail 	<ul style="list-style-type: none"> Use a wider range of topic related vocabulary correctly spelt Choose vocabulary for effect 	
Instructions/Explanation Procedural	<ul style="list-style-type: none"> Give oral instructions using imperative verbs sequenced correctly and appropriate vocabulary Respond to oral instructions which include more than one step 	<ul style="list-style-type: none"> Rehearse oral instructions Title Bullet point or numbered list Understand and use imperative verbs Simple clear sentences with relevant detail 	<ul style="list-style-type: none"> Rehearse oral instructions Title Opening sentence addressed to reader Bullet point, numbered list or time connectives Correct chronological order Use a range imperative verbs Include adjectives and adverbs to include detail 	<ul style="list-style-type: none"> Choose a wider variety of vocabulary Show consistency in the use of the third person Spelling is correct Include important detail Closing statement or reflection 	
Information texts	<ul style="list-style-type: none"> Talk about what they have found out using appropriate topic related vocabulary Begin to have some control over tense Use sentence like structures to record what they have learned 	<ul style="list-style-type: none"> Opening sentence which explains purpose Represent information in a variety of ways (labelled diagram, picture and caption) Information is set out logically and with a clear purpose Present tense Choose vocabulary appropriate to the topic 	<ul style="list-style-type: none"> Opening sentence which explains purpose Represent information in a variety of ways (fact file, labelled diagram, picture and caption) Information is set out logically and with a clear purpose Headings and subheadings Present and past tense mainly used Choose vocabulary appropriate to the topic Punctuation used mainly correctly including commas in lists 	<ul style="list-style-type: none"> Consistent use of first and third person Consistently use appropriate tense forms Make simple additions Effective use of vocabulary Verbs consistently used 	

Fiction Poetry	<ul style="list-style-type: none"> • Listen to poetry • Rhyme and alliteration • Rhyming strings • Write class poems 	<ul style="list-style-type: none"> • Listening to and reading poems • Alliteration • Kennings • Poems on familiar theme • Shape poems • Acrostic poems • List poems (precise nouns, powerful verbs, adjectives, adverbs, rhythm and rhyme)	<ul style="list-style-type: none"> • Listening to and reading poems • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Poems on familiar theme • Different types of poetry • Riddles (simile, alliteration, onomatopoeia)	Use of effective vocabulary to write different types of poetry Use a range of punctuation Correct spelling Use of suffixes	<ul style="list-style-type: none"> • Using the senses • Poems on a theme • Patterns on the page • Nonsense poems • Kennings • Alliteration • Onomatopoeia • List poems • Shape poems • Acrostic poems • Riddle
Story writing Stories with fantasy settings Traditional tales Stories with predictable patterns of language Stories with familiar themes	<ul style="list-style-type: none"> • Use talk for writing as a basis for story writing • Retell familiar stories in a variety of forms including role play • Use story maps to sequence and structure their own stories • Record their ideas in sentence like structures • Invent their own composition which may need mediating to be understood 	<ul style="list-style-type: none"> • Use talk for writing as a basis for story writing • Begin to use noun phrases and descriptive phrases to add interest • Begin to sequence and connect content • Use a clear beginning, middle and end • Show some characteristics of narrative writing • Use some words chosen for effect • Use simple adjectives to add detail • Use punctuation taught in Y1 	<ul style="list-style-type: none"> • Use talk for writing as a basis for story writing • Introduce five part story structure • Use well paced narrative • Use adverbs to modify verbs • Develop the use of story language e.g. suddenly • Use noun phrases and descriptive phrases to add interest • Use punctuation taught in KS1 mostly correctly 	<ul style="list-style-type: none"> • Include added detail such as speech, effective words/phrases, feelings or motives • Use adjectives and adverbs to add to description • Convey character and events through precise vocabulary choices in description or dialogue • Different sentence openers • Range of punctuation • Sub-ordination • use the diagonal and horizontal strokes needed to join some letters • spell most common exceptional words 	<ul style="list-style-type: none"> • Traditional fairy tales • Stories from a range of cultures • Stories with predictable and patterned language • Stories about fantasy worlds • Stories with familiar settings • Different stories by the same author