



Fakenham Junior School

'Be the best YOU can be'

Literacy

Coverage of genres

Year 3 literacy

Overview of genre coverage

<p>Narrative:</p> <p>Stories with familiar settings</p> <p>Myths and legends</p> <p>Adventure and mystery</p> <p>Significant Authors</p> <p>Dialogue and plays</p>		<p>Non-fiction:</p> <p>Instructions</p> <p>Non-chronological report</p> <p>Persuasion</p> <p>Letter to an author</p> <p>Recount</p>		<p>Poetry</p> <p>Haikus and Calligrams</p> <p>Performance Poetry</p>	
		<p>Genres to be covered within each book</p>			
<p>Term 1</p>	<ul style="list-style-type: none"> • Narrative - Fairy tales-familiar settings • Recount - News reports • Recount - News reports • Riddles • Poetry 				
<p>Term 2</p>	<ul style="list-style-type: none"> • Instructions- recipes- directions • Poetry- rhyme, pattern,verse, use of language • Adventure stories- 				
<p>Term 3</p>	<ul style="list-style-type: none"> • Non- Chronological reports • Mystery stories • Stories in historical settings • Biography/Autobiography • Explanations 				

Year 4 literacy
Overview of genre coverage

Year 4 literacy Overview of genre coverage			
<p>Narrative: Stories with historical settings Stories from other cultures Stories which raise issues/dilemmas Playscripts</p>		<p>Non-fiction: Explanation Persuasion Information Newspaper report</p>	<p>Poetry: Creating images Repetition/simile poem</p>
Genres to be covered within each text			
<u>Term 1</u>	<ul style="list-style-type: none"> • Narrative (twisted fairy tales) • Diary entries • Instructions • Myths - stories with historical settings • Persuasive brochure - why visit ancient Rome • Information text (cross curricular - through History and Geography) 		
<u>Term 2</u>	<ul style="list-style-type: none"> • Narrative (describing a character in a setting) • Letter writing • Narrative - write new adventure Poetry • Newspaper report • Narrative • Diary entry • Non-chronological reports • Poetry 		
<u>Term 3</u>	<ul style="list-style-type: none"> • Writing narrative/using tension in our writing • Science link - Non-chronological report • Instructions 		

Year 5 literacy

Overview of genre coverage

<p>Narrative:</p> <p>Stories by significant children's authors Traditional stories, myths and legends</p> <p>Stories from other cultures</p> <p>Older literature</p> <p>Film narrative</p> <p>Dramatic conventions</p>	<p>Non-fiction:</p> <p>Recount</p> <p>Persuasion</p> <p>Discussion</p>	<p>Poetry:</p> <p>Poetic style</p>	
<p>Core Text</p>	<p>Genres to be covered within each book</p>		
<p>Term 1</p>	<ul style="list-style-type: none"> • Poetry Haiku, Kennings, Riddles • Narrative - Time travel story • Non-chronological report - Stone Age Survival Guide • Discursive - Palaeolithic or Mesolithic- which would you rather live in? • Discussion - Neolithic or Mesolithic? • Dramatic conventions leading to writing in role as different characters. • Dilemma in role. 		
<p>Term 2</p>	<ul style="list-style-type: none"> • Narrative from poetry • Newspaper reports • Non-chronological report • Instructional • Persuasive - Visit country or tourist landmark 		
<p>Term 3</p>	<ul style="list-style-type: none"> • Greek Myths - narrative • Setting description • Athens or Sparta? - discursive • Recount • Letter in role • Discussion • Journalistic writing 		

Year 6 literacy

Overview of genre coverage

Should be revision of genres children have covered before, apart from below genres which are new in year 6.

Narrative: Stories with flashbacks Modern texts Literary heritage Authors and texts	Non-fiction: Biography and autobiography Journalistic writing Argument	Poetry: The power of imagery, longer poems	
Genres to be covered within each text			
Term 1:	<ul style="list-style-type: none">• diary• informal letter• poetry• newspaper		
Term 2:	<ul style="list-style-type: none">• diary• formal letter application• non- chronological report• persuasion• biography• narrative• instructional.		
Term 3:	<ul style="list-style-type: none">• persuasion• formal letter• instructional• narrative• playscript• instructional (explanation, discussion)		