

Whole School Genre Checklist

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
Instruction Writing	Developed through communication and language Making Soup Making Bread	<ul style="list-style-type: none"> Title Simple, easy vocabulary Time Adverbials Bossy (Imperative) verbs Numbered points Written in correct order and make sense Use commas to separate items in a list 	<ul style="list-style-type: none"> Title Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams Written in correct order and make sense Use commas to separate items in a list 	<ul style="list-style-type: none"> Title Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams (GD – Labelled alongside imperatives / LA/SEN/EAL – pictorial instructions and captions) Written in the second person Written in correct order and make sense 	<ul style="list-style-type: none"> Title Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams (GD) Written in the second person Written in correct order and make sense Adverbs Only necessary detail Appropriate vocabulary related to the subject 	<ul style="list-style-type: none"> Title Subheadings: Equipment / ingredients / instructions / method Time Adverbials Imperative verbs Numbered / Bullet points Labelled diagrams (GD) Adverbs Range of conjunctions to write longer sentences Written in correct order and make sense

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Diary Entry</p> <p>Developed through communication and language and core texts.</p> <p>Talk about own experiences.</p> <p>My Bena Diary</p>	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Use exclamation sentences where appropriate (What a fantastic time we had!) • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off • Paragraphs • Commas 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials • Informal language / chatty style • Written in past tense • Include a date at the beginning • Appropriate beginning and sign off • Paragraphs • Commas to separate subordinate clauses 	

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Story Writing	<p>Developed through communication and language</p> <p>Traditional Tales Topic</p>	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Begin to describe the character's feelings and emotions • Include simple adjectives and, verbs. • Use noun phrases which add detail to description • Use coordinating conjunctions to link two main ideas • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Describe the character's feelings and emotions • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a some synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use coordinating conjunctions to link two main ideas • Use noun phrases which add detail to description • Use the progressive form for verbs (Goldilocks was walking through the woods) • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Use nouns and pronouns for clarity and cohesion • Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> • Planning Stage - Story Map / Boxed up • Interesting start which hooks the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes, metaphors and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs • Use subordinate clauses to add detail or context • Use nouns and pronouns for clarity and cohesion 	<ul style="list-style-type: none"> • Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion. • Balanced conclusion • Persuasive sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion 	<ul style="list-style-type: none"> • Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion. • Balanced conclusion • Persuasive sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion

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	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Informal Letter	Discuss features through sharing letters. Jolly Postman Core text Letter to Santa Thank you, letters,	<ul style="list-style-type: none"> • Senders address at the top right • Dear.... • Write a greeting • Chatty language • Write details • Informal ending – from, Best Wishes 	<ul style="list-style-type: none"> • Senders address at the top right • Dear.... • Write a greeting • Chatty language • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Chatty, friendly language • Ask questions • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Informal language • Ask questions • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
<p>Non Chronological Report</p> <p>Developed through communication and language and core texts.</p> <p>Animals Summer 1</p>		<ul style="list-style-type: none"> Written in the present tense and the third person. Use coordinating conjunctions to link two main ideas. Use subordinating conjunctions in the middle of sentences. Information which is factual and accurate. Pictures / diagrams Subheadings Technical vocabulary Use noun phrases which inform Use apostrophes to mark possession 	<ul style="list-style-type: none"> Appropriate use of past and present tense Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the present tense and the third person. Use coordinating conjunctions to link two main ideas. Use subordinating conjunctions in the middle of sentences. Information which is factual and accurate. Pictures / diagrams Use noun phrases which inform Use apostrophes to mark possession 	<ul style="list-style-type: none"> Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the present tense and the third person. Range of adverbials and conjunctions Technical vocabulary. Information which is factual and accurate. Pictures / diagrams Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> Title Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the appropriate tense and the third person. Range of adverbials and conjunctions . Technical vocabulary. Information which is factual and accurate. Pictures / diagrams Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> Title Paragraphs used to group related ideas. Subheadings to label content Opening paragraph that explains what the report is about. Written in the appropriate tense and the third person. Range of adverbials and conjunctions . Technical vocabulary. Modal verbs Information which is factual and accurate. Pictures / diagrams Use of subordinating conjunctions to join clauses, including as openers Formal style sometimes using the passive voice

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	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Recount	<p>Developed through communication and language and core texts.</p> <p>Describe own experiences using who, what and where.</p>	<ul style="list-style-type: none"> Who, what, when, where and why in a few sentences. Time adverbials (first, firstly, next, after, later) Written in the past tense First person. Chronological order. Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> An introduction which answers who, what, when, where and why. time adverbials (first, firstly, next, after, later) Written in the past tense. First person. Describe clearly what has happened. Chronological order. Use exclamation sentences where appropriate Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> An introduction which answers who, what, when, where and why. time adverbials Written in the past tense. First person. Describe clearly what has happened. Chronological order. Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) End the recount with a closing statement 	<ul style="list-style-type: none"> An introduction which answers who, what, when, where and why. time adverbials and other appropriate adverbials Written in the past tense. First person. Describe clearly what has happened. Chronological order. Begin to use present perfect tense to place events in time (This week we have visited the Science Museum) Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament) End the recount with a closing statement

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	Year 3	Year 4	Year 5 and 6
Advert	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully • Include persuasive language - exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture. 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully – specific and key information • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something) 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Use of Alliteration • Describe the benefits of the product fully – specific and key information • Modal Verbs • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something)

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	Year 3 and 4	Year 5 and 6
<p>Newspaper writing checklist</p>	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. • Quotes from eye witness / key person in the report. • A picture with a caption. • Include emotive and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. • Quotes from eye witness / key person in the report. • A picture with a caption. • Include unbiased and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions • Picture with a caption

Whole School Genre Checklist

	Year 2	Year 3 / 4 / 5 / 6
<p>Checklist for persuasive writing</p>	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like • <i>Some believe that...</i> • <i>In my opinion...</i> • <i>Therefore...</i> • <i>For this reason...</i> • <i>I feel that..</i> • <i>I am sure that...</i> • <i>Firstly...</i> • <i>Secondly...</i> • Points out the arguments for and against • Facts and statistics • Has facts that support the evidence given 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like • <i>Some believe that...</i> • <i>In my opinion...</i> • <i>Therefore...</i> • <i>Moreover...</i> • <i>For this reason...</i> • <i>I feel that..</i> • <i>Surely...</i> • <i>I am sure that...</i> • <i>Firstly...</i> • <i>Secondly...</i> • <i>It is certain...</i> • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics • Has facts that support the evidence given • Rhetorical Questions - Ask the reader questions that encourages them to think • A strong concluding paragraph that sums up the main argument

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Year 5 and 6		
<p>Balanced Argument</p>	<ul style="list-style-type: none"> • Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion • Balanced conclusion • Persuasive sentence starters 	<ul style="list-style-type: none"> • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion
<p>Formal Letter</p>	<ul style="list-style-type: none"> • Your address at the top of the right hand side of the page. • Their address on the left hand side of the page. • The date on the right hand side of the page, underneath your address. • Dear Sir/Madam or Dear Mr/Miss/Mrs... • Paragraph to explain why you are writing. 	<ul style="list-style-type: none"> • Paragraph to explain the problem • Paragraph to say what you want them to do about it • Concluding paragraph • Yours faithfully / Sincerely followed by your name • Use of adverbials to convey sense of certainty (Surely we can agree...?) • Use of short sentences to emphasis • Use of the subjunctive form for formal structure (If I were you, I would...)
<p>Poem Review</p>	<ul style="list-style-type: none"> • How do you feel about the poem? • The mental pictures you get from the poem • Is poem a narrative poem - that is, a poem that tells a story? • Have you noticed any pattern in the way the verses are written? • How is repetition used? Do any lines repeat themselves - where and why? • The rhyme, including internal rhyme • The sound and rhythm - how does it make you feel? 	<ul style="list-style-type: none"> • Are there any similes, metaphors, word play? • Which words suggest this is not a modern poem? • Which words suggest this is a modern poem? • Which of the poems do you like best and why? • Explain your reasons carefully, copying out some of your favourite words and phrases and saying why you like them. • Begin to use passive voice to maintain impersonal tone • Use relative clauses to provide cohesion across the text • Use expanded noun phrases.

Whole School Genre Checklist

	Key Stage 1	LKS2
<p><u>Punctuation and Grammar</u></p>	<p>Writing to entertain (Stories, descriptions, poetry and in-character /role)</p> <ul style="list-style-type: none"> • Past and present tense • Coordinating conjunctions – <i>and, but, so, or, when</i> • Noun phrases • Progressive form for verbs • Exclamation sentences • Adverbials – <i>first, then, next, after, later, the next day...</i> • Finger spaces • Capital letters and full stops • Capital letter for first person 'I' • Apostrophes to mark contractions • Exclamation marks • Begin to use inverted commas to mark direct speech 	<p>Writing to entertain (Stories, descriptions, poetry and characters / settings)</p> <ul style="list-style-type: none"> • Use of paragraphs to organise in time sequence • Fronted adverbials to show how / when an event occurs. • Expanded noun phrases • Subordinate clauses to add detail or context • Nouns and pronouns for clarity and cohesion • Conjunctions • Use of full punctuation for direct speech, including punctuation within and before inverted commas. • Secure use of apostrophes for possession • Use of commas after fronted adverbials and subordinate clauses • Begin to use dashes for emphasis
	<p>Key Stage 1</p> <p>Writing to inform (Recount, Letter, instructions)</p> <ul style="list-style-type: none"> • Appropriate use of past and present tense • Use of coordinating conjunctions • Use of subordinating conjunctions • Use of noun phrases which inform • Use of commas to separate items in a list • Use exclamation sentences where appropriate • Use of finger spaces • Use capital letters and full stops • Use of questions mark • Use apostrophes to mark possession 	<p>UKS2</p> <p>Writing to entertain (Narrative, descriptions, poetry and characters / settings)</p> <ul style="list-style-type: none"> • Use of paragraphs to organise in time sequence • Subordinate clauses to add detail or context • Use relative clauses to add detail or context • Use a wide range of sentence structures to add interest. • Adverbials • Conjunctions • Use brackets for incidentals • Use dashes to emphasise additional information • Use colons to add further detail in a new clause • Use semi – colons to join related clauses.

Whole School Genre Checklist

	LKS2	LKS2
<p><u>Punctuation and Grammar</u></p>	<p>Writing to inform (Explanation, Recount, Letter, Biography, Newspaper article, instructions)</p> <ul style="list-style-type: none"> • Subheadings to label content • Paragraphs used to group related ideas • Use subordinating conjunctions to join clauses, including as openers • Use expanded noun phrases to inform • Use commas to separate adjectives in a list • Use relative clauses to add further detail • Begin to use present perfect tense to place events in time. • Use capital letters • Use commas to mark fronted adverbials and subordinate clauses • Use inverted commas for direct speech • Use bullet points to list items. 	<p>Writing to inform (Report, Explanation, Recount, Letter, Biography, Newspaper article, instructions)</p> <ul style="list-style-type: none"> • Headings / Subheadings • Use of technical vocabulary • Paragraphs used to group related ideas • Use subordinating conjunctions in varied positions • Use expanded noun phrases to inform • Use relative clauses to add further detail. • Begin to use passive voice to remain formal and detached • Begin to use colons to link related clauses. • Use brackets or dashes to explain technical vocabulary and to mark relative clauses. • Use semi – colons to punctuate complex lists, • Use colons to introduce lists or sections • Secure use of commas to mark clauses, including subordinating clauses • Begin to use colons and semi – colons to mark clauses.
	<p>Writing to persuade (Advertising, letter, speech, poster)</p> <ul style="list-style-type: none"> • Use of 2nd person • Facts and statistics • Adjectives for positive description • Imperative verbs to convey urgency • Rhetorical questions to engage the reader • Noun phrases to add detail and description • Relative clauses to provide additional enticement • Capital letters for proper nouns • Use commas to mark relative clauses, fronted adverbials and subordinate clauses. 	

Whole School Genre Checklist

	UKS2
<p><u>Punctuation and Grammar</u></p>	<p>Writing to persuade (Advertising, letter, speech, poster, campaign)</p> <ul style="list-style-type: none"> • Use of 2nd person • Personal pronouns • Hyperbole • Imperative and modal verbs to convey urgency • Facts and statistics • Adverbials to convey sense of certainty • Short sentences for emphasis • Use of the subjunctive form for formal structure. • Colons and semi-colons to list features, attractions or arguments • Brackets or dashes for parenthesis, including for emphasis • Use semi-colons for structure repetition
	<p>Writing to discuss (Balanced argument, newspaper article, a review)</p> <ul style="list-style-type: none"> • Appropriate use of cohesive devices • Use of subjunctive form where needed • Use of paragraphs • Maintain formal / impersonal tone • Modal verbs to convey degrees of probability • Relative clauses to provide supporting detail • Adverbials to provide cohesion across the text • Expanded noun phrases to describe in detail • Passive voice to maintain impersonal tone • Brackets or dashes for parenthesis, including for emphasis • Use semi-colons for to mark related clauses • Use commas to mark relative clauses • Use colons and semi-colons to punctuate complex lists

Whole School Genre Checklist

<p style="text-align: center;">Year 3 Explanation Checklist</p>	<p style="text-align: center;">Key Stage 2 Biography Checklist</p>	<p style="text-align: center;">Key Stage 2 Play Script Checklist</p>
<ul style="list-style-type: none"> • Technical Vocabulary • Subordinating conjunctions as well as casual conjunctions (so, because, when) • Paragraphs to group related ideas • present tense • Start each page with a question • Sub headings • Labelled diagrams or pictures • A contents page • A glossary 	<ul style="list-style-type: none"> • Opening statement introduces the subject, and explains why he/she is known • Significant events are ordered chronologically • Closing statement explains how this person will be remembered, and sometimes gives the writer's opinion • Use of rhetorical questioning • Refers to named individuals • Contains dates linked to specific events • Written in the past tense • Can include direct and indirect speech and quotes from other sources • Written in 3rd person • Includes time adverbials to link ideas • Use subordinating conjunctions to join clauses, • Use commas to mark fronted adverbials and to mark subordinate clauses 	<ul style="list-style-type: none"> • Set the scene • List the characters at the beginning • Introduced and described the scene • Characters' names are written on the left • Characters' names have a colon after them • A new line for every new speaker • Stage directions are in brackets () • Stage directions are written in the present tense • Stage directions for how the actor must speak • Stage directions for how the actors must move • Every time the setting changes (<i>changes place or time</i>), start a new scene • Set out the dialogue as direct speech without speech marks • Include interesting and dramatic events.