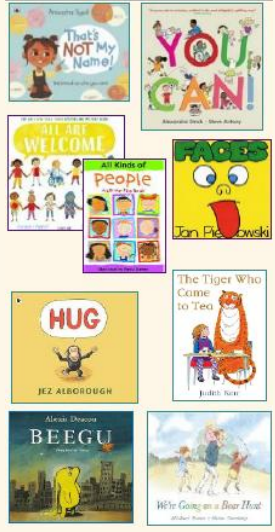
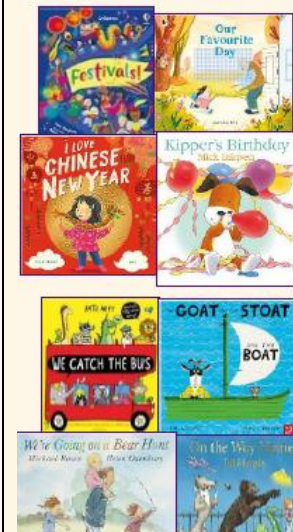
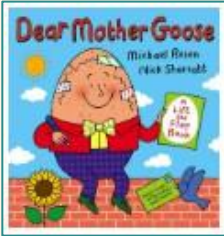
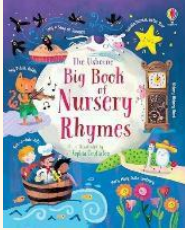
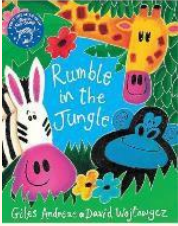
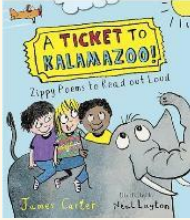
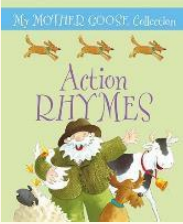
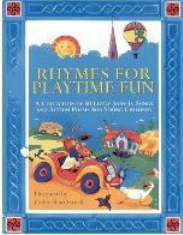
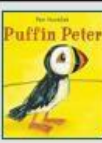
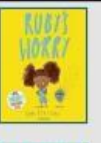


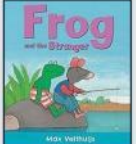
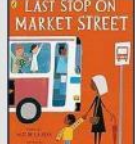
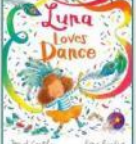
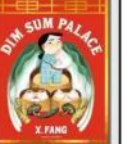
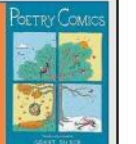
Reception						
ESSENTIAL WRITING PROGRAMME: LONG-TERM OVERVIEW – Bookmaking						
Objectives have been taken from the following sections of Development Matters for reception children: Communication and Language, Literacy, and Physical Development. Elements from Development Matters 3–4-year-olds have been included where they will continue to be developed and/or may be common gaps for 4-5-year-olds. Individual plans will guide practitioners towards appropriate objectives for the particular point in the year.						
Expectations from other areas of Development Matters have been included in individual plans, where these are relevant to the specific context.						
Educational Programmes (Development Matters)	Communication and Language – Development Matters: 3- and 4-year-olds will be learning to: - Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ - Use longer sentences of four to six words Communication and Language – Development Matters: children in reception will be learning to: - Understand how to listen carefully and why listening is important - Learn new vocabulary - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them - Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives - Describe events in some detail - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen - Develop social phrases - Engage in storytimes - Listen to and talk about stories to build familiarity and understanding			Physical Development – Development Matters: 3- and 4-year-olds will be learning to: - Use large-muscle movements to wave flags and streamers, paint and make marks - 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. Physical Development - Development Matters: children in reception will be learning to: Develop the foundations of a handwriting style which is fast, accurate and efficient		
				Literacy – Development Matters: 3- and 4-year-olds will be learning to: - Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound - 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 name - Write some letters accurately Literacy - Development Matters: children in reception will be learning to: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words		
	- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words - Use new vocabulary in different contexts - Listen carefully to rhymes and songs, paying attention to how they sound - Learn rhymes, poems and songs - Engage in non-fiction books			- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop - Re-read what they have written to check that it makes sense		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)	Inform (6 steps) Entertain (6 steps)
Written Outcomes	All About Me Books Favourite Story Books	My Special People Books Story Books (pattern)	Things I Like (unique me) Books Animal Stories	My Celebration Books Journey Stories	My Amazing Body Books Traditional Tale Books	Our Natural World Books My Very Own Story Book
Book Suggestions						

ESSENTIAL WRITING PROGRAMME: LONG-TERM OVERVIEW – Poems and Rhymes						
Spoken Purpose: underpins writing readiness	The expectation in the Reading Framework (Department for Education 2023) is that children in Reception and Year 1 will have a short session every day where they enjoy poems, songs and rhymes, singing and reciting these together as a class. An extract is included at the end of this overview, but in summary: - Predictability of rhymes helps children to memorise and reuse newly acquired words and phrases. - Using ‘call and response’ allows children to join in gradually. - The cadence of the lines helps to convey meaning and mood. - Attention to rhythm requires them to speak more slowly, thereby gaining awareness and control of their voices. - Learning songs, poems and rhymes will heighten children’s awareness of individual sounds within words through alliteration, assonance and rhyme.					
Spoken Outcomes	Poems and Rhymes: Nursery Rhymes For example: Hickory Dickory Dock Hey Diddle, Diddle The Grand Old Duke of York	Poems and Rhymes: Nursery Rhymes For example: Incy, wincy, spider Jack and Jill Baa, baa black/white/green/pink sheep	Poems and Rhymes: Animal Poems For example: Sleeping bunnies Alice the camel The big dinosaurs go stamp	Poems and Rhymes: Poems about Travelling For example: Row, row, row your boat The Ants go Marching Five little men in a flying saucer	Poems and Rhymes Movement/action Poems For example: Heads, shoulders, knees and toes. One finger, one thumb. This is the way we brush our teeth	Poems and Rhymes: Playtime action rhymes For example: If you’re happy and you know it Teddy bear, teddy bear turn around
Suggested Texts	 					

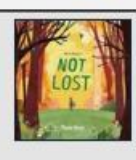
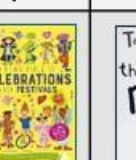
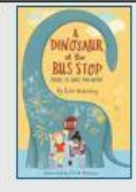
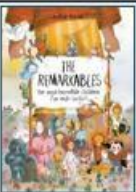
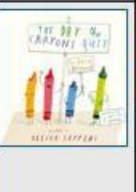
YEAR ONE	WRITING TO ENTERTAIN	WRITING TO INFORM
		
Grammar and Punctuation Revisit at start of every unit.		
Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. Children practice and build on Strong Foundations for writing.		
Compositional choices	• Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader’s interest and to know what the writing might be about	
	• Stories usually have a main character and the reader needs to understand what happens to them • Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story • Introduce idea of fall-rise story shape for basic narrative structure	• Use labels or captions to show the reader something they might not know about • You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something
Sentence construction	• A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) • A reader needs spaces between words so that they can understand and follow the writing • Writers can join words together with ‘and’ to make connections between things (e.g. I ate fish <u>and</u> chips) • To avoid the reader becoming bored, join sentences together with ‘and’ to create better rhythm and flow	
Vocabulary, grammar and punctuation choices	• Careful choice of nouns and verbs help the reader to create a picture in their minds • Including adjectives to describe a noun helps the reader to create a more specific picture in their mind • A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins • Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently • An exclamation mark at the end of a sentence helps the reader to know that this shows a stronger positive or negative feeling • Capital letters for places of people and places help the reader to understand that this is a proper noun • Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves and the reader can’t miss us!	

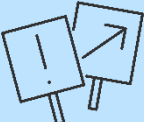
YEAR 1															
Autumn					Spring					Summer					
															
Labels, lists & captions	Narrative	Poetry: List poems	Recipes	Traditional tale	Narrative	Rules & recount	Poetry: Rhyme & Nonsense	Narrative	Poetry: Performance Poems	Letters	Poetry: Free Verse	Narrative	Explanation	Narrative	
															
															
Labels, lists & captions			Instructions				Poetry: Free verse	Narrative		Letters			Report/ Fact file		
															
10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps	
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)					

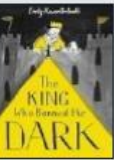
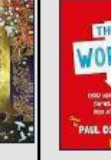
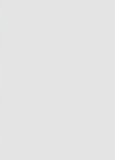
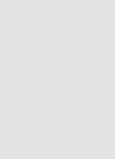
YEAR TWO	WRITING TO ENTERTAIN	WRITING TO INFORM
		
Grammar and Punctuation Revisit at start of every unit.		
Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. Children practice and build on Strong Foundations for writing.		
Compositional choices	- Writers select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time	
	- Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing - A simile that compares a subject with something similar helps the reader to create a picture in their mind - Use of alliteration helps to create rhythm and mood, or sometimes for humorous effect - Introduce other story shapes - slow rise and slow fall	Diagrams show the reader more details about the important parts of what they are finding out about - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past - When we provide information to our reader, this information is usually in the simple present tense or simple past tense
Sentence construction	Exclamatory sentences are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with ‘<i>What / How + noun phrase + verb</i>’)	Sometimes we might need to tell our reader to do something – these are command sentences
	- Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected - Instead of using ‘and’ too often, we should use a full stop so that the sentence does not become too long for the reader - Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own	
Vocabulary, grammar and punctuation choices	- Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind - Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between	

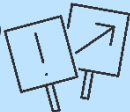
YEAR 2														
Autumn					Spring					Summer				
														
Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet	
														
														
Narrative									Narrative					Poetry: Free verse
														
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps	
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					51 steps (approx. 11 weeks)				

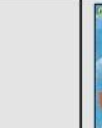
YEAR THREE	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 
Grammar and Punctuation Revisit at start of every unit. Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. LKS2 children practice and build on Strong Foundations for writing.			
Compositional choices	• Paragraphs break up the writing into manageable chunks for the reader to read and follow • Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense • The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) • The present perfect tense can be used to indicate the something started in the past but is still relevant now		
	• Dialogue can introduce a character and tell the reader more about them • Build upon show not tell techniques: e.g. to develop mood of setting; description of character appearance and behaviour shows the reader how they might be feeling, along with their inner thoughts • Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) • Zoom in (more detail) & spend longer on the most important moment in the narrative to ensure that the reader is fully involved in this section • Stories or descriptions are usually written in first-person narrative (I went....) or third-person narrative (They/ he/ she/ Bilal went....) • Introduce other story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure • Story openings: usually open with either: action, dialogue or description of setting or character • Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	• Use paragraphs to write about a different topic or sub-topic • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find • Might include quotes from people to provide more information and add interest for the reader	• Often use 'you' (second-person narrative) to put the reader on the spot and make them think • Use facts to support opinions to make the reader take the writing more seriously • Sometimes use rhetorical questions to make the reader think more deeply about the subject • Use of alliteration helps to make a phrase more memorable and stick in their mind
Sentence construction	• Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on • Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening • Prepositions and prepositional phrases tell the reader where things are and where and when things happen		
Vocabulary, grammar and punctuation choices	• Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking		

YEAR 3												
Autumn				Spring				Summer				
												
Narrative	Poetry: Free Verse	Fables	Non-Chronological Report	Narrative (Setting and dialogue)	Persuasive Speeches	Personal Narrative (memoir)	Poetry: Calligrams	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry: Take One Poet
		  				  		  	 			 
	Poetry: Free Verse 		Non-Chronological Report 	Narrative (Setting and dialogue) 	Persuasive Speeches  			Persuasive Letters 	Instructions 			
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				

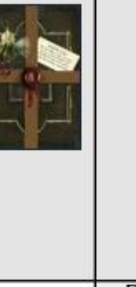
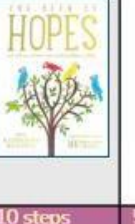
YEAR FOUR	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 
Grammar and Punctuation Revisit at start of every unit. Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. LKS2 children practice and build on Strong Foundations for writing.			
Compositional choices	Revise statements from Y3, ensuring that children are confident with irregular verbs when selecting to write in the past tense		
	Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) - Use a new paragraph to show when a new or different character is speaking or when the setting changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling Personification brings objects to life so that the reader can connect something to what they know or linger on a particular image that might be unusual - Use of metaphor creates a vivid picture in the reader's mind - Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger	Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find - Might include quotes from people to provide more information and add interest for the reader	- Include anecdotes to support and provide evidence for the point you are trying to make - Use of power of three to make something more memorable for the reader and make them think about it for longer
Sentence construction	Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice - Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place		
Vocabulary, grammar and punctuation choices	- Use of pronouns in place of a noun to avoid repetition and boring the reader Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along - Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next - Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)		

YEAR 4														
Autumn					Spring				Summer					
Core pathway														
	Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free verse	Explanations	Narrative	Newspaper reports	Travel leaflets	Narrative	Poetry: Haiku	Persuasive Letters	Non- Chronological Report	Poetry: Take one Poet	Narrative	Poetry
				 	 		   			 				
Alternative pathway		Persuasive Speech		Explanations	Narrative	Recount		Narrative					Narrative	Poetry
						 								
	10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	14 steps	14 steps	5 steps	15 steps	10 steps
	55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				

YEAR FIVE	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 	WRITING TO DISCUSS 
Grammar and Punctuation Revisit at start of every unit. Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. LKS2 children practice and build on Strong Foundations for writing.				
Compositional choices	Dialogue can be used to advance the action in a narrative, as well as convey character - Use a new paragraph can also be used to show when the time or mood shifts within a narrative - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader, and through use of figurative language such as simile and metaphor - Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading - Use of assonance to link to sounds within words and create rhythm (poetry/ rap) Story endings: can end with a reference to the beginning of the story (feels cyclical)	Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing - More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't') - More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices		
		- Use bullet points to convey information precisely Underline important words or phrases that you want to draw reader's attention to	- Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention - Use of adverbs and modal verbs to indicate degree of possibility and urge the reader to act	- Very clear points of view presented to show either side of a debate, discussion or argument - Obvious signposts to the reader to signal when they will be encountering a different viewpoint Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...)
Sentence construction	Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> Link ideas across paragraphs using adverbials of time, place, number or tense choices helps the writer to connect to other parts of the writing, to zoom out or shift time or place, without confusing the reader or boring them with unnecessary detail			
Vocabulary, grammar and punctuation choices	- Remove unnecessary adjectives and adverbs for more precise nouns and verbs - Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they can break up the sentence for the reader to manage more easily Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause			
	Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue Colons can set up a surprise or dramatic pause	Colons can direct your reader to pay attention to what's next, and can also set up longer list of items		

YEAR 5																			
Autumn										Spring					Summer				
Core pathway																			
	Non-Chronological Report	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Non-Chronological Report	Descriptive recount	Narrative: Mystery and Suspense	Poetry: Assonance	Explanation	Advertising campaign	Poetry: Free verse	Reviews	Narrative				
	 			  	        				 										
		Description		Narrative			Non-Chronological Report	Descriptive recount					Poetry: Free verse						
							 												
15 steps	10-12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps	15 steps				
55-57 steps (approx. 11-12 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)									
Alternative pathway																			

YEAR SIX	WRITING TO ENTERTAIN 	WRITING TO INFORM 	WRITING TO PERSUADE 	WRITING TO DISCUSS 
Grammar and Punctuation Revisit at start of every unit. Checking prior knowledge of core punctuation and grammar skills by revisiting previous learning. LKS2 children practice and build on Strong Foundations for writing.				
Compositional choices	Dialogue can be used to convey character (show not tell) or move on the action (plot device) - Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated	Formality in writing exists on a scale (very informal – very formal) depending on the audience and purpose of the writing - More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. ‘do not’ instead of ‘don’t’) - More formal writing often avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices Informal speech structures might use a question tag after a statement (for example: He’s your friend, <i>isn’t he?</i> These are your shoes, <i>aren’t they?</i>)		
		- Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams - Use of passive voice to affect the presentation of information in a sentence – guides the reader’s focus to the object rather than the subject	- Use of controlled hyperbole/exaggeration to convince the reader without overdoing it! - Use of passive voice to direct – or deflect – the reader’s attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) - Use of subjunctive & pronoun ‘one’ to speak to the reader without using ‘you’ in more formal situations (If one were to.....)	- More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) - Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that..... Others <i>may</i> believe that...)
Sentence construction	Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as ‘on the other hand’ or ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on			
Vocabulary, grammar and punctuation choices	Placement of speech tags before, in between speech or after speech to vary how dialogue is presented	Hyphens used to avoid ambiguity (they are not dashes) and can also be used to make up a new word by putting two words together Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader		
		Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader		

YEAR 6														
Autumn				Spring					Summer					
														
Narrative	Non-Chronological Report	Narrative	Persuasive Speeches	Non-Chronological Report	Dialogue	Balanced argument	Narrative	Biography	Advocacy Campaign	Narrative	Advocacy Poetry	Blogs	Narrative (classic literature)	
														
Narrative					Dialogue		Narrative (classic literature)				Poetry (free verse)		Narrative poetry	
														
10 - 15 steps	15 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	5 steps	10 steps	15 steps	15 steps
50 - 55 steps (approx. 10-11 weeks)				55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)					

*Indicates a choice of text