

# Ludlow Primary School TALK FOR WRITING and ERIC TEXTS: Year Group overview 2025-26 Key:



## Fiction      Non-fiction      Poetry

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR WRITING	Poetry -Nursery Rhymes. Simple songs and rhymes to promote speaking and listening skills.  Books about chickens and other animals.  MT: The Little Red Hen - Journey Tale (Talk about helping others. Harvest.)  Instructions for making bread.	Poetry -Bang go the Fireworks. Nursery Rhymes. Simple songs and rhymes to promote speaking and listening skills.  MT: The Gingerbread Man - Journey Tale (Writing lists of ingredients, writing receipe for making gingerbread).  The Christmas Story	Poetry - Rhymes and poems linked to space travel and going on a journey.  MT: How to catch a star – wishing tale (Facts about space).  Instruction for making pancakes – linked to Mr Wolf's Pancakes/Pancake Day.  Looking at maps and books about journeys. Instructions. Settings.	Poetry - Rhymes and poems linked to Spring and New Life - Five Little Speckled Frogs, Little Tommy Tadpole.)  MT: Peter Rabbit Easter Surprise (Easter cards, signs for hunt, invitations and poetry)  Information writing about frogs and the lifecycle of a frog.  Locations around the world where animals can be found.	Poetry - Rhymes and poems linked to dinosaurs.  MT: The Little Green Dinosaur (Egg appears in room. Instructions on how to look after the egg. Instructions on how to look after a baby dinosaur. How to describe a dinosaur. How to be an archaeologist.)  Dinosaur information books.  Simple timelines.	Poetry - Rhymes and poems linked to summer/beach.  MT: Farmer Duck (character descriptions, letters to characters)  Books about heroes (including nurses, firemen, doctors, police etc.). Books about seaside.
YR READING	Owl Babies, Rainbow Fish, Six Dinner Sid	Room on the Broom, Wonky Donkey, One Snowy Night	Stick Man, Winnie the Witch, Supertato	Handa's Hen, Aliens Love Underpants, Billy's Bucket	Hugless Dugless, Farmer Duck, Ruby's Worry	Mog the Forgetful Cat, Burglar Bill, Cottonwool Colin

## PROGRESSION

### Talk4Writing teaching guide for progression in writing year by year

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
	<b>Introduce:</b> Planning Tool –Story map /story mountain Whole class retelling of story  <b>Understanding of beginning/ middle / end</b> <b>Retell simple 5-part story:</b> Once upon a time First / Then / Next But So Finally,....happily ever after <b>Non-fiction: Factual writing closely linked to a story</b> <b>Simple factual sentences based around a theme</b> Names Labels Captions Lists Diagrams Message	<b>Introduce:</b> Simple sentences  <b>Simple Connectives:</b> and who until but  <b>Say a sentence, write and read it back to check it makes sense.</b>	<b>Introduce:</b> Determiners the a my your an this that his her their some all <b>Compound sentences using connectives (coordinating conjunctions)</b> and / but <b>-'ly' openers</b> Luckily / Unfortunately, <b>'Run'</b> - Repetition for rhythm: e.g. He walked and he walked <b>Repetition in description</b> e.g. a lean cat, a mean cat	<b>Introduce:</b> Finger spaces Full stops Capital letters	<b>Introduce:</b> Finger spaces Letter Word Sentence Full stop Capital letter

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 1 WRITING</b>	Poetry – Whole class Acrostic animal (mole or Crocodile) poem  <u>MT:</u> <u>Fiction:</u> <u>MT:</u> <u>Fiction:</u> <u>Warning Tale</u> Focus: Model text: Dangerous Focus: Finger spaces Correct letter formation	Poetry- Pig acrostic poem  <u>MT:</u> <u>Fiction:</u> <u>Defeating Monster Tale</u> <u>Model text: Three Little Pigs</u>  <u>Focus:</u> <u>Story openers</u> <u>Capital letters</u> <u>Full stops</u>  <u>Non-Fiction:</u> <u>Non-Fiction:</u> <u>Leaflet</u> <u>Model text: Information leaflet about caring for an animal.</u>	Poetry – Free verse poem linked to Space  <u>MT:</u> <u>Fiction:</u> <u>Finding Tale</u> <u>Model text: Beegu</u>  <u>Focus:</u> <u>Capital letters</u> <u>Full stops</u> <u>Sentence construction</u>  <u>Adjectives</u>	Poetry- Spring Sense Poem  <u>MT</u> <u>Fiction:</u> <u>Warning Tale</u> <u>Model text: Little Red Riding Hood</u>  <u>Focus:</u> <u>Sentence construction</u> <u>Suffixes- est -ing- ed</u>	Poetry- Shape Poem  <u>MT</u> <u>Fiction:</u> <u>Journey Tale</u> <u>Model text:</u> <u>Meerkat Mail Focus:</u> <u>Punctuation (? and !)</u> <u>Conjunctions</u>	Poetry- Rhyming Poems about weather  <u>MT</u> <u>Fiction:</u> <u>Loosing Tale</u> <u>Model text: Grandad's Island</u>  <u>Focus:</u> <u>Sentence construction</u> <u>Conjunctions Suffixes /s/ /es/</u>  <u>Non-Fiction:</u> <u>Letter</u> <u>Model Text: Letter from Grandad to Syd.</u>
<b>YEAR 1 READING</b>	TFW Dangerous Book Talk - reading spine texts: Alfie gives a hand Tiger who came to tea Peace at last Knuffle Bunny Where the wild things are The elephant and the bad baby	TFW Other Versions of The Three Little Pigs Book Talk - reading spine texts: Beegu Cops and robbers Avocado baby Can't you sleep little bear?	TFW Beegu and his adventures Non-fiction Me and my place in space Book Talk- reading spine text: Traction Man Amazing Grace Pumkin Soup	TFW Little Red Riding hood Non-fiction- Book Talk- reading spine text: Tuesday The Flower Gorilla	TFW Meerkat Mail Book Talk- reading spine text: Dogger Elmer Not Now Bernard	TFW Grandad's Island Book Talk- reading spine text: Who's Afraid of the Big Bad Book? Dr Xargle's Book of Earthlets

**PROGRESSION**  
 Talk4Writing teaching guide for progression in writing year by year

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
	<u>Consolidate Reception list</u>  <u>Introduce:</u> <u>Fiction:</u> <u>Planning Tools:</u> Story map / story mountain (Refer to Story-Type grids) <u>Plan opening around</u> character(s), setting, time of day and type of weather  <u>Understanding - beginning /middle /end to a story</u>  <u>Understanding - 5 parts to a story: Opening</u> Once upon a time... <u>Build-up</u> One day... <u>Problem / Dilemma</u> Suddenly.../ Unfortunately,... <u>Resolution</u> Fortunately,... <u>Ending</u> Finally,....	<u>Consolidate Reception list</u>  <u>Introduce:</u> <u>Types of sentences:</u> Statements Questions Exclamations  <u>Simple Connectives:</u> and or but so  <u>Because</u> because so that  <u>Then</u> then that  <u>While</u> while when  <u>Where</u> where  <u>Also as openers:</u> While... When...	<u>Consolidate Reception list</u> <u>Introduce:</u> <u>Prepositions:</u> inside outside towards across under  <u>Determiners:</u> the a my your an this that his her their  <u>Some</u> some  <u>All</u> all  <u>Lots</u> lots	<u>Consolidate Reception list</u> Introduce: Capital Letters: <u>Capital letter for names</u> <u>Capital letter for the personal pronoun</u> <u>I</u> <u>Full stops</u> <u>Question marks</u> <u>Exclamation marks</u> <u>Speech bubble</u> <u>Bullet points</u>	<u>Consolidate:</u> <u>Finger spaces</u> <u>Letter</u> <u>Word</u> <u>Sentence</u> <u>Full stops</u> <u>Capital letter</u> <u>Simile – 'like'</u>  <u>Introduce:</u> <u>Punctuation</u> <u>Question mark</u> <u>Exclamation mark</u> <u>Speech bubble</u> <u>Bullet points</u> <u>Singular/ plural</u>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Non-fiction:</b> <b>Planning tools:</b> text map / washing line <b>Heading</b> <b>Introduction</b> Opening factual statement <b>Middle section(s)</b> Simple factual sentences around a them Bullet points for instructions Labelled diagrams <b>Ending</b> Concluding sentence	where... <b>-'ly' openers</b> Fortunately,... Unfortunately, Sadly,... <b>Simple sentences</b> e.g. I went to the park. The castle is haunted. <b>Embellished simple sentences</b> <b>using adjectives</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. <b>Compound sentences using connectives (coordinating conjunctions)</b> and/or/ but/so e.g. The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats. <b>Complex sentences:</b> Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest. There are many children <b>who</b> like to eat ice cream. <b>'Run' - Repetition for rhythm</b> e.g. He walked and he walked and he walked. <b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon	or many more those these <b>Adjectives to describe</b> e.g. The old house... The huge elephant... <b>Alliteration</b> e.g. dangerous dragon slimy snake Similes using as....as... e.g. as tall as a house as red as a radish <b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash...		
<b>YEAR 2 WRITING</b>	<b>Poetry</b> <b>Around me</b> <b>Everyday wonders</b>	<b>Poetry</b> <b>List Poem</b> <b>Winter / Autumn acrostic poetry</b>	<b>Poetry</b> <b>Kenning poetry</b> <b>Eye Spy</b>	<b>Poetry</b> <b>Alphabet Poetry</b> <b>Alphabet Antics</b>	<b>Poetry</b> <b>Senses poem</b>	<b>Poetry</b> <b>Spine Poem</b> <b>Castles</b>
	<b>MT:</b> <b>Fiction- Rags to Riches</b> Model text: Jack and the Beanstalk <b>Focus:</b> Basic sentences Full stops Capital letters Adjectives- Expanded noun phrases Sentence types- Exclamations, questions and commands.	<b>Non-Fiction - instructions</b> Model text: How to make a fabric Christmas decoration Focus: layout, imperative verbs.	<b>MT:</b> <b>Fiction- Defeating a monster tale</b> Model text: The Lighthouse Keepers Lunch <b>Focus:</b> Suffixes Subordinate conjunctions	<b>Fiction:</b> <b>Finding tale</b> <b>Model text:</b> <b>The Magic Paintbrush</b>	<b>Non-Fiction:</b> <b>Explanation</b> <b>Model Text</b> <b>How to plant a seed</b>	<b>MT: Fiction</b> <b>Problem tale:</b> Tiddlik the frog Aboriginal tale
	Non-fiction <b>Letter</b> <b>Letter to the giant</b>		Alliteration Progressive tense <b>Non-fiction</b> <b>Diary</b> Seagull's Diary	Non-Fiction: Non-chronological Report Model Text: Hedgehogs	<b>Fiction</b> <b>Tale of fear</b> Owl who was afraid of the dark	<b>Non-fiction</b> <b>Castle recount</b> Castle visit
<b>YEAR 2 READING</b>	Short stories	The Hodgeheg by Dick King-Smith	The Hodgeheg by Dick King-Smith	Fantastic Mr Fox	The owl who was afraid of the dark – Jill Murphy	The owl who was afraid of the dark – Jill Murphy

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<b>PROGRESSION</b> Talk4Writing teaching guide for progression in writing year by year						
<b>Note:</b> In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	<b>Text Structure</b>  <b>Consolidate Year 1 list</b> <b>Introduce:</b>  <b>Fiction</b> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)  <b>Plan opening around</b> character(s), setting, time of day and type of weather  <b>Understanding 5 parts to a story with more complex vocabulary</b>  <b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i> <b>Build-up</b> e.g. <i>Later that day</i> <b>Problem / Dilemma</b> e.g. <i>To his amazement</i> <b>Resolution</b> e.g. <i>As soon as</i> <b>Ending</b> e.g. <i>Luckily, Fortunately,</i>  <b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	<b>Sentence Construction</b>  <b>Consolidate Year 1 list</b> <b>Introduce:</b> (See Connectives and Sentence Signposts doc.)  <b>Types of sentences:</b> Statements Questions Exclamations Commands  <b>-'ly' starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i>  <b>Vary openers to sentences</b>  <b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i>  <b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)  <b>Complex sentences (Subordination)</b> using: <b>Drop in a relative clause:</b> <b>who/which</b> e.g.	<b>Word Structure / Language</b>  <b>Consolidate Year 1 list</b> <b>Introduce:</b>  <b>Prepositions:</b> <i>behind above along before between after</i>  <b>Alliteration</b> e.g. <i>wicked witch slimy slugs</i>  <b>Similes using...like...</b> e.g. <i>... like sizzling sausages ...hot like a fire</i>  <b>Two adjectives to describe the noun</b> e.g. <i>The scary, old woman... Squirrels have long, bushy tails.</i>  <b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i>  <b>Adverbs for information</b> e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i>  <b>Generalisers for information, e.g.</b> Most dogs.... Some cats....  <b>Formation of nouns using suffixes</b> such as <i>-ness, -er</i>  <b>Formation of adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>  (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)  <b>Use of the suffixes</b> <i>-er</i> and <i>-est</i> to form comparisons of <b>adjectives</b> and <b>adverbs</b>	<b>Punctuation*</b>  <b>Consolidate Year 1 list</b> <b>Introduce:</b>  <b>Demarcate sentences:</b> Capital letters  Full stops  Question marks  Exclamation marks  <b>Commas to separate items in a list</b>  <b>Comma after -ly opener</b> e.g. <i>Fortunately,...Slowly....</i>  <b>Speech bubbles /speech marks for direct speech</b>  <b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don't, can't</i>  <b>Apostrophes to mark singular possession</b> e.g. <i>the cat's name</i>  <b>Formation of nouns using suffixes</b> such as <i>-ness, -er</i>  <b>Formation of adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i>  (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)  <b>Use of the suffixes</b> <i>-er</i> and <i>-est</i> to form comparisons of <b>adjectives</b> and <b>adverbs</b>	<b>Terminology*</b>  <b>Consolidate:</b>  <b>Punctuation</b> <ul style="list-style-type: none"><li>• Finger spaces</li><li>• Letter</li><li>• Word</li><li>• Sentence</li><li>• Full stops</li><li>• Capital letter</li><li>• Question mark</li><li>• Exclamation mark</li><li>• Speech bubble</li><li>• Bullet points</li></ul> <b>Singular/ plural</b>  <b>Adjective</b> <b>Verb</b> <b>Connective</b> <b>Alliteration</b> <b>Simile – 'as' / 'like'</b>  <b>Introduce:</b>  <b>Apostrophe (contractions and singular possession)</b> <b>Commas for description</b>  <b>'Speech marks'</b>  <b>Suffix</b>  <b>Verb / adverb</b>  <b>Statement question exclamation</b> <b>Command (Bossy verbs)</b>  <b>Tense (past, present, future) ie not in bold</b>  <b>Adjective / noun</b>  <b>Noun phrases</b>  <b>Generalisers</b>	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Non-Fiction</b> <p><b>Introduce:</b> Secure use of planning tools: Text map / washing line / 'Boxing-up' grid</p> <p><b>Introduction:</b> Heading Hook to engage reader Factual statement / definition Opening question</p> <p><b>Middle section(s)</b> Group related ideas / facts into sections Sub headings to introduce sentences / sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams <b>Ending</b> Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of <b>present tense</b> versus <b>past tense</b> throughout texts</p> <p>Use of the <b>continuous form of verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Sam, <b>who</b> was lost, sat down and cried.</p> <p>The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b> <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b> e.g. <i>lots of people, plenty of food</i></p> <p><b>List of 3 for description</b> e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>			
<b>YEAR 3</b> <b>WRITING</b>	Performance Poetry Raining pigs and noodles <b>Nail Soup</b> by Eric Maddern Fiction – journey tale Focus- character Instructions- recipe	<b>The Tunnel</b> by Anthony Brown- Fiction – a warning tale Focus- setting description Recount of a trip Reading and composition - Poetry from our Diversity text – <i>Michael Rosen – On the Move.</i>	Performance Poetry - The Engine Driver <b>The Red Eye</b> A Tale of Fear Focus - suspense Non chronological report -linked to topic	Performance poetry – Michael Rosen tales on migration <b>The Dream Giver</b> - A wishing tale Focus -character description Recount- Diary entry	Poetry (List) – The Sound Collector <b>Adventure at Sandy Cove:</b> Fiction – a finding tale Focus- action Persuasive- leaflet	Rhyming Poetry – Please Mrs Butler <b>Writing a letter to Year 2</b>
<b>YEAR 3 READING</b>	Cliffhanger by Jacqueline Wilson	The Ice Palace by Robert Swindells	The Iron Man- Ted Hughes	Bill's New Frock by Anne Fine	The Sheep Pig by Dick King Smith	The Sheep Pig by Dick King Smith
<b>PROGRESSION</b> Talk4Writing teaching guide for progression in writing year by year						
	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Note:</b> In the Punctuation &amp; Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England</p>					
		<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> –should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> –include detail of actions / dialogue <b>Resolution</b> –should link with the problem <b>Ending</b> – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing-up' grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i></p> <p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts</p> <p><b>Develop Ending</b> Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p><b>Use of the perfect form of verbs to mark relationships of time and cause</b> e.g. <i>I have written it down so I can check what it said.</i></p> <p><b>Use of present perfect instead of simple past.</b> <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Vary long and short sentences:</b> Long sentences to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can... <b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> <b>Prepositional phrases to place the action:</b> <i>on the mat; behind the tree, in the air</i></p> <p><b>Compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p><b>Develop complex sentences</b> <b>(Subordination)</b> with range of subordinating conjunctions (See <b>Connectives and Sentence Signposts doc.</b>)</p> <p><b>-'ing' clauses as starters</b> e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p><b>Drop in a relative clause using:</b> <b>who/whom/which/whose/</b> that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Sentence of 3 for description</b> e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p><b>Pattern of 3 for persuasion</b> e.g. <i>Visit, Swim, Enjoy!</i></p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. <i>Dragons are found across the world.</i> <b>Dialogue –powerful speech verb</b> e.g. "Hello," she whispered.</p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Prepositions</b> <i>Next to by the side of</i> <i>In front of during</i> <i>through throughout</i> <i>because of</i></p> <p><b>Powerful verbs</b> e.g. <i>stare, tremble, slither</i></p> <p><b>Boastful Language</b> e.g. <i>magnificent, unbelievable, exciting!</i></p> <p><b>More specific / technical vocabulary to add detail</b> e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i> <i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p><b>Nouns formed from prefixes</b> e.g. <i>auto... super...anti...</i></p> <p><b>Word Families</b> based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p><b>Use of determiners</b> <b>a or an according to whether next word begins with a vowel</b> e.g. <i>a rock, an open box</i></p>	<p><b>Consolidate Year 2 list</b> <b>Introduce:</b></p> <p><b>Colon</b> before a list e.g. <i>What you need:</i></p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p>Use of commas after <b>fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>• Finger spaces</li><li>• Letter</li><li>• Word</li><li>• Sentence</li><li>• Statement question exclamation Command</li><li>• Full stops</li><li>• Capital letter</li><li>• Question mark</li><li>• Exclamation mark</li><li>• Speech bubble</li><li>• 'Speech marks'</li><li>• Bullet points</li><li>• Apostrophe (contractions only)</li><li>• Commas for sentence of 3 - description</li></ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun / Noun phrases Verb / adverb</b></p> <p><b>Bossy verbs</b></p> <p><b>Tense (past, present, future)</b></p> <p>Connective Generalisers</p> <p>Alliteration Simile – 'as'/'like'</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"><li>• Word family</li><li>• Conjunction</li><li>• Adverb</li><li>• Preposition</li><li>• Direct speech</li><li>• Inverted commas</li><li>• Prefix</li><li>• Consonant/Vowel</li><li>• Clause</li><li>• Subordinate clause</li><li>• Determiner</li><li>• Synonyms</li><li>• Relative clause</li><li>• Relative pronoun</li><li>• Imperative</li><li>• Colon for instructions</li><li>• Subordinating conjunction</li></ul>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 4 WRITING</b>	Poetry on a Theme –The Magical Door – Pie Corbett Elf Road – fiction – portal story Focus – setting Recount in the form of a Letter	Poetry – The Dragon Perseus – Defeating the monster tale Focus – character Teacher Pleaser – Explanation	Haunted poetry – haikus The Manor House – fiction – Tale of Fear Focus – building suspense	Newspaper	Six ways of looking at the moon– simile poem Mission possible – Finding Tale Focus – Action Diary entry	Poetry – The Sea by James Reaves The Tiny Crusader – Losing Tale Information text
<b>YEAR 4 READING</b>	How To Train Your Dragon	How To Train Your Dragon	Journey to Jo'Burg	Stig of the Dump	Stig of The Dump	Stig of The Dump
<b>PROGRESSION</b> Talk4Writing teaching guide for progression in writing year by year						
		Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Note: In the Punctuation &amp; Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England</b>					
		<b>Consolidate Year 3 list</b>	<b>Consolidate Year 3 list</b>	<b>Consolidate Year 3 list</b>	<b>Consolidate Year 3 list</b>	<b>Consolidate:</b>
		<b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)	<b>Introduce:</b> <b>Standard English for verb inflections instead of local spoken forms</b>	<b>Introduce:</b> <b>Prepositions</b> <i>at underneath since towards beneath beyond</i>	<b>Introduce:</b> <b>Commas to mark clauses and to mark off fronted adverbials</b>	<b>Punctuation</b> <ul style="list-style-type: none"><li>• Finger spaces</li><li>• Letter</li><li>• Word</li><li>• Sentence</li><li>• Statement question exclamation Command</li><li>• Full stops</li><li>• Capital letter</li><li>• Question mark</li><li>• Exclamation mark</li><li>• Speech bubble</li><li>• 'Speech marks'</li><li>• Direct speech</li><li>• Inverted commas</li><li>• Bullet points</li><li>• Apostrophe (contractions only)</li><li>• Commas for sentence of 3 – description, action</li><li>• Colon - instructions</li></ul>
		<b>Plan opening using:</b> Description /action	<b>Long and short sentences:</b> Long sentences to enhance description or information	<b>Conditionals -</b> <i>could, should, would</i>	<b>Full punctuation for direct speech:</b> Each new speaker on a new line	
		<b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time	<b>Short sentences</b> to move events on quickly e.g. <i>It was midnight. It's great fun.</i>	<b>Comparative and superlative</b> adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i>	Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i>	
		Build in suspense writing to introduce the dilemma	<b>Start with a simile</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i>	<b>Proper nouns-</b> refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i>	<b>Apostrophes to mark singular and plural possession</b> (e.g. <i>the girl's name, the boys' boots</i> ) as opposed to s to mark a plural	
		<b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution Ending</b>	<b>Secure use of simple / embellished simple sentences</b>	<b>The grammatical difference between plural and possessive -s</b>	<b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b> <b>Adjective / noun / noun phrase</b> <b>Verb / Adverb</b> <b>Bossy verbs - imperative</b> <b>Tense (past, present, future)</b> <b>Connective</b> <b>Conjunction</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Clause</b> <b>Subordinate clause</b> <b>Relative clause</b> <b>Relative pronoun</b>	
		Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	<b>Secure use of compound sentences</b> <b>(Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> ( <b>coordinating conjunctions</b> )	<b>Standard English forms for verb inflections instead of local spoken forms</b> (e.g. <i>we were instead of we was, or I did instead of I done</i> )		
		<b>Non-Fiction</b>	<b>Develop complex sentences:</b> <b>(Subordination)</b> Main and subordinate clauses with range of subordinating conjunctions. (See Connectives and Sentence Signposts doc.)			
		<b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing-up' grid	<b>Consolidate understanding of fronted adverbials</b> (see adverb starters, Year 3, plus ed-ing-ly below)			
		<b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams	<b>-'ed' clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i>			
		<b>Introduction</b>	<b>Exhausted, the Roman soldier collapsed at his post.</b>			
		<b>Middle section(s)</b>	<b>Expanded -'ing' clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i>			
		<b>Ending</b>	<b>Hopping speedily towards the pool, the frog dived underneath the leaves.</b>			
		Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader	<b>-'ly' phrases as starters</b> e.g. <i>Unfortunately, no chocolate biscuits remained.</i>			
		<b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b>	<b>Drop in -'ing' clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair.</i>			
			<b>The tornado, sweeping across the city, destroyed the houses.</b>			
			<b>Sentence of 3 for action</b> e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>			
			<i>The Romans enjoyed food, loved marching but hated the weather.</i>			
			<b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i>			
			<b>Dialogue - verb + adverb -</b> <i>"Hello," she whispered, shyly.</i>			
			<b>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</b>			

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 5 WRITING</b>	Poem: from the balcony I can see  Focus - Character Tuesday video clip-fiction: finding tale; setting; speech, parenthesis  Non-fiction- Diary	Poetry- mythical creature poetry  Focus - Setting Theseus and the Minotaur: defeat the monster; building tension; cohesion, lengthening/shortening sentences for effect  Manchester Ridge-back: non-chronological report; generalisers, modal verbs	Poetry- mythical creature poetry  Focus - Setting Theseus and the Minotaur: defeat the monster; building tension; cohesion, lengthening/shortening sentences for effect  Manchester Ridge-back: non-chronological report; generalisers, modal verbs	Poetry The Watcher and space themed poetry.  Focus - description Clock Close - portal story Non – Fiction –Instructions	Poetry –TS Elliot, The old gumbie cat  Focus -action Warning Tale- The Caravan  Non-fiction – newspaper report based on Diver's Daughter: a Tudor Story (MM diversity)	The Highwayman: narrative poem;  Non-Fiction: biography: Dick Turpin, Bonnie and Clyde.
<b>YEAR 5 READING</b>	Dear Olly	Dear Olly	Harry Potter Chamber of Secrets	Harry Potter Chamber of Secrets	Varjak Paw	Varjak Paw

### PROGRESSION

Talk4Writing teaching guide for progression in writing year by year

Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
	<b>Consolidate Year 4 list</b>  <b>Introduce:</b> <b>Secure independent use of planning tools</b> Story mountain /grids/flow diagrams (Refer to Story Types grids)  <b>Plan opening using:</b> Description /action/dialogue  <b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.  <b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks <b>Introduction</b> –should include action / description -character or setting / dialogue <b>Build-up</b> –develop suspense techniques <b>Problem / Dilemma</b> –may be more than one problem to be resolved <b>Resolution</b> –clear links with dilemma <b>Ending</b> –character could reflect on events, any changes or lessons, look	<b>Consolidate Year 4 list</b>  <b>Introduce:</b> <b>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</b>  <b>Secure use of simple / embellished simple sentences</b>  <b>Secure use of compound sentences</b>  <b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions: (See Connectives and Sentence Signposts doc.)  <b>Expanded –ed clauses as starters e.g.</b> <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i>  <b>Elaboration of starters using adverbial phrases e.g.</b> <i>Beyond the dark gloom of the</i>	<b>Consolidate Year 4 list</b>  <b>Introduce:</b> <b>Metaphor</b>  <b>Personification</b>  <b>Onomatopoeia</b>  <b>Empty words</b> e.g. <i>someone, somewhere was out to get him</i>  <b>Developed use of technical language</b>	<b>Consolidate Year 4 list</b>  <b>Introduce:</b> <b>Rhetorical question</b>  <b>Dashes</b>  <b>Brackets/dashes/commas for parenthesis</b>  <b>Colons</b>  <b>Use of commas to clarify meaning or avoid ambiguity</b>	<b>Consolidate:</b>  <b>Punctuation</b> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Statement question exclamation Command</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon – instructions</li> <li>• Parenthesis / bracket / dash</li> </ul> <b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b>  <b>Adjective / noun / noun phrase</b>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>forward to the future ask a question</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b> Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p><b>Drop in –'ed' clause</b> e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility</b> using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p><b>Verb / Adverb</b> Bossy verbs - imperative</p> <p><b>Tense (past, present, future)</b></p> <p><b>Conjunction / Connective</b></p> <p><b>Preposition</b></p> <p><b>Determiner/ generaliser</b></p> <p><b>Pronoun – relative/ possessive</b></p> <p><b>Clause</b></p> <p><b>Subordinate/ relative clause</b></p> <p><b>Adverbial</b></p> <p><b>Fronted adverbial</b></p> <p>Alliteration</p> <p>Simile – 'as' / 'like'</p> <p>Synonyms</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Relative clause/ pronoun</li> <li>• Modal verb</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> <li>• Determiner</li> <li>• Cohesion</li> <li>• Ambiguity</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Rhetorical question</li> </ul>
<b>YEAR 6 WRITING</b>	<p>The Eagle and Praise for birds. Linked to figurative language.</p> <p>Rags to Riches tale using the model text "Rags to Riches" Hook is based on our ERIC text – Holes.</p> <p>Focus Setting Description</p> <p>Recount writing – Newspaper report</p>	<p>Poems linked to the underground railway/Harriet Tubman – reading for meaning</p> <p>Meeting tale – first meeting with Peg Leg Joe from Oh, Freedom focusing on character description and building on setting description. Teaching semi-colons instead of because or however.</p> <p>Formal letter of complaint – The colonies of America writing to the British Government threatening action if the taxes are not dropped</p>	<p>War poems – Charge of the Light Brigade and Flanders Fields</p> <p>Finding tale – finding the machine gun from Machine Gunners. Focus on Show not Tell and suspense. Colon sentence for a list "It was then I saw her, that woman..."</p> <p>Biographies information piece: Charles Darwin (linking to science)</p>	<p>War poems – That night of death and Dulce et decorum est</p> <p>Portal Story linked to Literacy Shed 'Beyond the Lines' video clip. WW2 link back to a different era in time. Focus on suspense.</p> <p>Informal letter: writing home from war as an evacuee.</p>	<p>Poetry – The Sea</p> <p>A range of short burst writes to show off learning from across the year. Focus the book Wonder. Focus – Speech to move the story forward</p> <p>Parable writing based from Wonder</p>	<p>Performance poetry – linked to end of year play</p> <p>Non-chronological report on invented creatures and classification linked to science.</p>
<b>YEAR 6 READING</b>	Holes	Oh, Freedom!	The Machine Gunners	The Machine Gunners	Kensuke's Kingdom	Kensuke's Kingdom
	Selected poems from KS2 The Works	Selected poems from KS2 The Works	Charge of the Light Brigade	Selected poems from KS2 The Works	Selected poems from KS2 The Works	The Kraken
			Non-fiction texts taken from TestBase			

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Non-fiction texts taken from TestBase Diary entries and recounts of life as a slave	Non-fiction texts taken from TestBase Diary entries and recounts of life as a slave	Diary entries and recounts from WWII	Non-fiction texts taken from TestBase Diary entries and recounts from WWII	Non-fiction texts taken from TestBase Information texts on Volcanoes and Earthquakes	Non-fiction texts taken from TestBase Non-chronological reports on animals
<b>PROGRESSION</b> Talk4Writing teaching guide for progression in writing year by year						
<b>Note:</b> In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	<b>Text Structure</b>  <b>Consolidate Year 5 list</b>  Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan  <b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs  Secure development of characterisation  <b>Non-fiction:</b>  Secure planning across non-fiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations,	<b>Sentence Construction</b>  <b>Consolidate Year 5 list</b>  Secure use of simple / embellished simple sentences  <b>Secure use of compound sentences</b>  <b>Secure use of complex sentences:</b> <b>(Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:  <b>Active and passive verbs to create effect and to affect presentation of information</b> e.g. <b>Active:</b> <i>Tom accidentally dropped the glass.</i> <b>Passive:</b> <i>The glass was accidentally dropped by Tom.</i> <b>Active:</b> <i>The class heated the water.</i> <b>Passive:</b> <i>The water was heated.</i>  <b>Developed use of rhetorical questions for persuasion</b>  Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i> )	<b>Word Structure / Language</b>  <b>Consolidate Year 5 list</b>  Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i> )  How words are related as synonyms and antonyms e.g. <i>big/ large / little</i>	<b>Punctuation*</b>  <b>Consolidate Year 5 list</b>  Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists.  <b>Punctuation</b> of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i> )	<b>Terminology*</b>  <b>Consolidate:</b>  <b>Punctuation</b> <ul style="list-style-type: none"><li>• Letter/ Word</li><li>• Sentence</li><li>• Statement</li><li>• Question</li><li>• Exclamation</li><li>• Command</li><li>• Full stops/ Capitals</li><li>• Question mark</li><li>• Exclamation mark</li><li>• 'Speech marks'</li><li>• Direct speech</li><li>• Inverted commas</li><li>• Bullet points</li><li>• Apostrophe contractions/ possession</li><li>• Commas for sentence of 3 – description, action, views/opinions, facts</li><li>• Colon – instructions</li><li>• Parenthesis</li><li>• Bracket- dash</li></ul> <b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b>  <b>Adjective / noun / noun phrase</b>	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:            semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>elision</b>            Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>				<p><b>Verb / Adverb</b>            Bossy verbs - imperative  <b>Tense (past, present, future)</b>  <b>modal verb</b>  <b>Conjunction / Connective</b>  <b>Preposition</b>  <b>Determiner/ generaliser</b>  <b>Pronoun – relative/ possessive</b>  <b>Clause</b>  <b>Subordinate / relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b>            Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>            Alliteration            Simile – 'as'/'like'            Synonyms            Metaphor            Personification            Onomatopoeia</p> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice</li> <li>• Subject and object</li> <li>• Hyphen</li> <li>• Synonym, antonym</li> <li>• Colon/ semi-colon</li> <li>• Bullet points</li> <li>• Ellipsis</li> <li>• Subjunctive</li> <li>• Tense: present and past progressive; present perfect; past perfect</li> </ul>