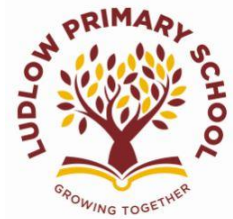


Ludlow Primary School TALK FOR WRITING and ERIC TEXTS: Year Group overview 2025-26 Key:



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 - Warning 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

**Introduce:**  
**Planning Tool** –Story map /story mountain  
**Whole class retelling of story**  
  
**Understanding of beginning/ middle / end**  
**Retell simple 5-part story:**  
Once upon a time  
First / Then / Next  
But  
So  
Finally,.....happily ever after  
**Non-fiction: Factual writing closely linked to a story**  
**Simple factual sentences based around a theme**  
Names  
Labels  
Captions  
Lists  
Diagrams  
Message

Sentence Construction

**Introduce:**  
**Simple sentences**  
  
**Simple Connectives:**  
and  
who  
until  
but  
  
**Say a sentence, write and read it back to check it makes sense.**  
  
**Compound sentences using connectives (coordinating conjunctions)**  
and / but  
**-‘ly’ openers**  
Luckily / Unfortunately,  
**‘Run’ - Repetition for rhythm:**  
e.g.  
He walked and he walked **Repetition in description**  
e.g. a lean cat, a mean cat

Word Structure / Language

**Introduce:**  
**Determiners**  
the  
a  
my  
your  
an  
this  
that  
his  
her  
their  
some  
all  
**Prepositions:**  
up  
down  
in  
into  
out  
to  
onto  
**Adjectives** e.g. old, little, big, small, quiet  
**Adverbs** e.g. luckily, unfortunately, fortunately  
**Similes** – using ‘like’

Punctuation\*

**Introduce:**  
Finger spaces  
Full stops  
Capital letters

Terminology\*

**Introduce:**  
Finger spaces  
Letter  
Word  
Sentence  
Full stop  
Capital letter

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 WRITING	Poetry – Whole class Acrostic animal (mole or Crocodile) poem  <u>MT:</u> <u>Fiction:</u> <b>Warning Tale</b> Model text: Dangerous Focus: Finger spaces Correct letter formation  <u>Non-Fiction:</u> <b>Leaflet</b> Model text: Information leaflet about caring for an animal.	Poetry- Pig acrostic poem  <u>MT:</u> <u>Fiction:</u> <b>Defeating Monster Tale</b> Model text: Three Little Pigs Focus: Story openers Capital letters Full stops  <u>Non-Fiction:</u>	Poetry – Free verse poem linked to Space  <u>MT:</u> <u>Fiction:</u> <b>Finding Tale</b> Model text: Beegu Focus: Capital letters Full stops Sentence construction Adjectives  <u>Non-Fiction:</u> <b>Diary</b> Beegu and his adventure	Poetry- Spring Sense Poem  <u>MT</u> <u>Fiction:</u> <b>Warning Tale</b> Model text: Little Red Riding Hood Focus: Sentence construction Suffixes- est -ing- ed  <u>Non-Fiction:</u> <b>Recipe/Instructions</b> Model Text: How to make strawberry scones	Poetry- Shape Poem  <u>MT</u> <u>Fiction:</u> <b>Journey Tale</b> Model text: Meerkat Mail Focus: Punctuation (? and !) Conjunctions  <u>Non-Fiction:</u> <b>Postcards</b> Model Text: Woody’s Postcard	Poetry- Rhyming Poems about weather  <u>MT</u> <u>Fiction:</u> <b>Loosing Tale</b> Model text: Grandad’s Island Focus: Sentence construction Conjunctions Suffixes /s/ /es/  <u>Non-Fiction:</u> <b>Letter</b> Model Text: Letter from Grandad to Syd.
YEAR 1 READING	TFW Dangrous 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*
	<b>Consolidate Reception list</b>  <b>Introduce:</b> <b>Fiction:</b> <b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids) <b>Plan opening around</b> character(s), setting, time of day and type of weather  <b>Understanding</b> - beginning /middle /end to a story  <b>Understanding</b> - 5 parts to a story: <b>Opening</b> Once upon a time... <b>Build-up</b> One day... <b>Problem / Dilemma</b> Suddenly,.../ Unfortunately,... <b>Resolution</b> Fortunately,... <b>Ending</b> Finally,....	<b>Consolidate Reception list</b>  <b>Introduce:</b> <b>Types of sentences:</b> Statements Questions Exclamations  <b>Simple Connectives:</b> and or but so because so that then that while when where  <b>Also as openers:</b> While... When...	<b>Consolidate Reception list</b> <b>Introduce:</b> <b>Prepositions:</b> inside outside towards across under  <b>Determiners:</b> the a my your an this that his her their some all lots	<b>Consolidate Reception list</b> <b>Introduce:</b> Capital Letters: <b>Capital letter for names</b> <b>Capital letter for the personal pronoun I</b> Full stops Question marks Exclamation marks Speech bubble Bullet points	<b>Consolidate:</b> Finger spaces <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Full stops</b> <b>Capital letter</b> Simile – ‘like’  <b>Introduce:</b> <b>Punctuation</b> <b>Question mark</b> <b>Exclamation mark</b> Speech bubble Bullet points <b>Singular/ plural</b>

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 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 <b>‘who’</b> (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...  Regular <b>plural noun suffixes –s or –es</b> (e.g. dog, dogs; wish, wishes)  <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper) How the <b>prefix un–</b> changes the meaning of <b>verbs and adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)		
YEAR 2 WRITING	<b>Poetry</b> Around me Everyday wonders  <b>MT:</b> <b>Fiction- Rags to Riches</b> Model text: Jack and the Beanstalk Focus: Basic sentences Full stops Capital letters Adjectives- Expanded noun phrases Sentence types- Exclamations, questions and commands.  <b>Non-fiction</b> <b>Letter</b> <b>Letter to the giant</b>	<b>Poetry</b> List Poem Winter / Autumn acrostic poetry  <b>Non-Fiction - instructions</b> Model text: How to make a fabric Christmas decoration Focus: layout, imperative verbs.  <b>Fiction</b> MT: Elves and Shoemaker Wishing Tale Focus on sentence structure when to use a full stop expanded noun phrases exclamations.	<b>Poetry</b> Kenning poetry Eye Spy  <b>MT:</b> <b>Fiction-</b> Defeating a monster tale Model text: The Lighthouse Keepers Lunch Focus: Suffixes Subordinate conjunctions Alliteration Progressive tense  <b>Non-fiction</b> <b>Diary</b> Seagull’s Diary	<b>Poetry</b> Alphabet Poetry Alphabet Antics  <b>Fiction:</b> <b>Finding tale</b> <b>Model text:</b> <b>The Magic Paintbrush</b>   <b>Non-Fiction:</b> <b>Non-chronological Report</b> <b>Model Text:</b> <b>Hedgehogs</b>	<b>Poetry</b> Senses poem  <b>Non-Fiction:</b> <b>Explanation</b> <b>Model Text</b> <b>How to plant a seed</b>  <b>Fiction</b> <b>Tale of fear</b> Owl who was afraid of the dark	<b>Poetry</b> Spine Poem Castles  <b>MT: Fiction</b> <b>Problem tale:</b> Tiddlik the frog Aboriginal tale  <b>Non-fiction</b> <b>Castle recount</b> Castle visit
YEAR 2 READING	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

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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*	
	<p><b>Consolidate Year 1 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 Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><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></p> <p><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.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b> <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-‘ly’ starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using: 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></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause:</b> <b>who/which</b> e.g.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> <i>behind above along before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p><b>Similes using...like...</b> e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b> e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b> Most dogs.... Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</p> <p>Formation of <b>adjectives</b></p> <p>using <b>suffixes</b> such as –ful, –less</p> <p>(A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Demarcate sentences:</b> Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don’t, can’t</i></p> <p><b>Apostrophes to mark singular possession</b> e.g. <i>the cat’s name</i></p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>Finger spaces</li><li><b>Letter</b></li><li><b>Word</b></li><li><b>Sentence</b></li><li><b>Full stops</b></li><li><b>Capital letter</b></li><li><b>Question mark</b></li><li><b>Exclamation mark</b></li><li>Speech bubble</li><li>Bullet points</li></ul> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions and singular possession)</b> Commas for description</p> <p><b>‘Speech marks’</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Statement question exclamation Command</b> (Bossy verbs)</p> <p><b>Tense (past, present, future)</b> ie not in bold</p> <p><b>Adjective / noun</b></p> <p><b>Noun phrases</b></p> <p>Generalisers</p>	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b> Text map / washing line / ‘Boxing –up’ grid  <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</p> <p><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</b> form of <b>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><b>While</b> the animals were munching breakfast, two visitors arrived</i>  <i>During the Autumn, <b>when</b> 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 WRITING</b>	Performance Poetry Raining pigs and noodles Nail Soup by Eric Maddern Fiction – journey tale Focus- character Instructions- recipe	The Tunnel 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 The Red Eye A Tale of Fear Focus - suspense Non chronological report -linked to topic	Performance poetry – Michael Rosen tales on migration The Dream Giver- A wishing tale Focus -character description Recount- Diary entry	Poetry (List) – The Sound Collector Adventure at Sandy Cove: Fiction – a finding tale Focus- action Persuasive- leaflet	Rhyming Poetry – Please Mrs Butler Writing a letter to Year 2
<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
PROGRESSION 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	
Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	Consolidate Year 2 list Introduce:		Consolidate Year 2 list Introduce:		Consolidate Year 2 list Introduce:		
	Fiction Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid (Refer to Story-Type grids)  Plan opening around character(s), setting, time of day and type of weather  Paragraphs to organise ideas into each story part  Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.		Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can.... Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me. Prepositional phrases to place the action: on the mat; behind the tree, in the air  Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)  Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  Drop in a relative clause using: who/whom/which/whose/ that e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864,is a popular tourist attraction.  Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!  Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world. Dialogue –powerful speech verb e.g. “Hello,” she whispered.		Introduce:  Prepositions Next to by the side of In front of during through throughout because of  Powerful verbs e.g. stare, tremble, slither  Boastful Language e.g. magnificent, unbelievable, exciting!  More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.  Nouns formed from prefixes e.g. auto... super...anti...  Word Families based on common words e.g. teacher –teach, beauty – beautiful  Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box		Colon before a list e.g. What you need:  Ellipses to keep the reader hanging on  Secure use of inverted commas for direct speech  Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)  

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 4 WRITING	Poetry on a Theme –The Magical Door – Pie Corbett	Poetry – The Dragon	Haunted poetry – haikus		Six ways of looking at the moon– simile poem	Poetry – The Sea by James Reaves
	Elf Road – fiction – portal story	Perseus – Defeating the monster tale	The Manor House – fiction – Tale of Fear	Newspaper	Mission possible – Finding Tale	The Tiny Crusader – Losing Tale
	Focus – setting	Focus – character	Focus – building suspense			
	Recount in the form of a Letter	Teacher Pleaser – Explanation			Focus – Action	Information text
					Diary entry	
YEAR 4 READING	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
PROGRESSION						
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
Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate:
	<p><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)</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution</b>   <b>Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-Fiction</b></p> <p><b>Secure use of planning tools:</b> Text map/ washing line/ ‘Boxing –up’ grid</p> <p><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</p> <p><b>Introduction</b> <b>Middle section(s)</b> <b>Ending</b></p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><b>Appropriate choice of pronoun or noun across sentences to aid cohesion</b></p>	<p><b>Introduce:</b> <b>Standard English for verb inflections instead of local spoken forms</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly e.g. <i>It was midnight.</i> <i>It’s great fun.</i></p> <p><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></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p> <p><b>(See Connectives and Sentence Signposts doc.)</b> <b>Consolidate understanding of fronted adverbials</b> (see adverb starters, Year 3, plus ed-ing-ly below) <b>-‘ed’ clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i> <b>Expanded -‘ing’ clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i> <b>-‘ly’ phrases as starters</b> e.g. <i>Unfortunately, no chocolate biscuits remained.</i> <b>Drop in –‘ing’ clause</b> e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><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></p> <p><b>Repetition to persuade</b> e.g. <i>Find us to find the fun</i></p> <p><u><b>Dialogue</b> - verb + adverb -</u> <i>“Hello,” she whispered, shyly.</i></p> <p><i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a sentence to avoid ambiguity and repetition</i></p>	<p><b>Introduce:</b> <b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b> - <i>could, should, would</i></p> <p><b>Comparative and superlative</b> adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p><b>Proper nouns-</b> refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference</b> <b>between plural and possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p><b>Introduce:</b> <b>Commas</b> to mark clauses and to mark off <b>fronted adverbials</b></p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p><b>Apostrophes</b> to mark singular and <b>plural possession</b> (e.g. <i>the girl’s name, the boys’ boots</i>) as opposed to s to mark a plural</p>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>• Finger spaces</li><li>• <b>Letter</b></li><li>• <b>Word</b></li><li>• <b>Sentence</b></li><li>• Statement question exclamation Command</li><li>• <b>Full stops</b></li><li>• <b>Capital letter</b></li><li>• <b>Question mark</b></li><li>• <b>Exclamation mark</b></li><li>• Speech bubble</li><li>• <b>‘Speech marks’</b></li><li>• <b>Direct speech</b></li><li>• <b>Inverted commas</b></li><li>• Bullet points</li><li>• <b>Apostrophe (contractions only)</b></li><li>• <b>Commas for sentence of 3 – description, action</b></li><li>• Colon - instructions</li></ul> <p><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> Bossy verbs - imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b> <b>Determiner/</b> generaliser <b>Clause</b> <b>Subordinate clause</b> Relative clause Relative pronoun</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><u><b>Introduce:</b></u></p> <ul style="list-style-type: none"><li>• <b>Pronoun</b></li><li>• <b>Possessive pronoun</b></li><li>• <b>Adverbial</b></li><li>• <b>Fronted adverbial</b></li><li>• <b>Apostrophe – plural possession</b></li></ul>	



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*
	<div>Consolidate Year 4 list</div> <div>           Introduce:            Secure independent use of planning tools            Story mountain /grids/flow diagrams (Refer to Story Types grids)         </div> <div>           Plan opening using:            Description /action/dialogue         </div> <div>           Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph            Use change of place, time and action to link ideas across paragraphs.         </div> <div>           Use 5 part story structure            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         </div>	<div>Consolidate Year 4 list</div> <div>           Introduce:            Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.         </div> <div>           Secure use of simple / embellished simple sentences         </div> <div>           Secure use of compound sentences         </div> <div>           Develop complex sentences: (Subordination)  <b>Main and subordinate clauses</b> with full range of conjunctions: (See Connectives and Sentence Signposts doc.)         </div> <div>           Expanded –ed clauses as starters e.g.  <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> </div> <div>           Elaboration of starters using adverbial phrases e.g.  <i>Beyond the dark gloom of the</i> </div>	<div>Consolidate Year 4 list</div> <div>           Introduce:   <b>Metaphor</b>   <b>Personification</b>   <b>Onomatopoeia</b> </div> <div>           Empty words            e.g. <i>someone, somewhere was out to get him</i> </div> <div>           Developed use of technical language         </div> <div>           Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. –ate; –ise; –ify)         </div> <div>           Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)         </div>	<div>Consolidate Year 4 list</div> <div>           Introduce:   <b>Rhetorical question</b>   <b>Dashes</b>   <b>Brackets/dashes/commas for parenthesis</b>   <b>Colons</b>             Use of commas to clarify meaning or avoid ambiguity         </div>	<div>Consolidate:</div> <div>           Punctuation           <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> </div> <div>           Singular/ plural            Suffix/ Prefix            Word family            Consonant/Vowel             Adjective / noun / noun phrase         </div>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	forward to the future ask a question	<b>Non-Fiction</b>  <b>Introduce:</b> <b>Independent planning</b> across all genres and application  Secure use of range of layouts suitable to text.  <b>Structure:</b> Introduction / Middle / Ending  <b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear  Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in  Express own opinions clearly  Consistently maintain viewpoint  Summary clear at the end to appeal directly to the reader	<i>cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i>  <b>Drop in –‘ed’ clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i>  <b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect  <b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. <i>The siren echoed loudly</i> <i>....through the lonely streets ....at midnight</i>  <b>Use of rhetorical questions</b>  <b>Stage directions in speech</b> (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i>  <b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b>			<b>Verb / Adverb</b> Bossy verbs - <b>imperative</b> <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition</b> <b>Determiner/</b> generaliser <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/</b> relative clause <b>Adverbial</b> <b>Fronted adverbial</b>  Alliteration Simile – ‘as’/ ‘like’ Synonyms  <b>Introduce:</b> <ul style="list-style-type: none"><li>• <b>Relative clause/ pronoun</b></li><li>• <b>Modal verb</b></li><li>• <b>Parenthesis</b></li><li>• <b>Bracket- dash</b></li><li>• <b>Determiner</b></li><li>• <b>Cohesion</b></li><li>• <b>Ambiguity</b></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. 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>	<p>Holes</p> <p>Selected poems from KS2 The Works</p>	<p>Oh, Freedom!</p> <p>Selected poems from KS2 The Works</p>	<p>The Machine Gunners</p> <p>Charge of the Light Brigade</p> <p>Non-fiction texts taken from TestBase</p>	<p>The Machine Gunners</p> <p>Selected poems from KS2 The Works</p>	<p>Kensuke’s Kingdom</p> <p>Selected poems from KS2 The Works</p>	<p>Kensuke’s Kingdom</p> <p>The Kraken</p>

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

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

Consolidate Year 5 list

**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

**Paragraphs** -Secure use of linking ideas within and across paragraphs

Secure development of characterisation

**Non-fiction:**

**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,

Sentence Construction

Consolidate Year 5 list

**Secure use of simple / embellished simple sentences**

**Secure use of compound sentences**

**Secure use of complex sentences: (Subordination)**  
**Main and subordinate clauses** with full range of conjunctions:

**Active and passive verbs to create effect and to affect presentation of information**  
e.g.

**Active:** *Tom accidentally dropped the glass.*

**Passive:** *The glass was accidentally dropped by Tom.*

**Active:** *The class heated the water.*

**Passive:** *The water was heated.*

**Developed use of rhetorical questions for persuasion**

Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*.

Word Structure / Language

Consolidate Year 5 list

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. *said versus reported, alleged, or claimed in formal speech or writing*)

How words are related as synonyms and antonyms e.g. *big/ large / little*

Punctuation\*

Consolidate Year 5 list

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.

**Punctuation** of bullet points to list information.

How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*)

Terminology\*

Consolidate:

**Punctuation**

- **Letter/ Word**
- **Sentence**
- **Statement question exclamation Command**
- **Full stops/ Capitals**
- **Question mark**
- **Exclamation mark**
- **‘Speech marks’**
- **Direct speech**
- **Inverted commas**
- **Bullet points**
- **Apostrophe contractions/ possession**
- **Commas for sentence of 3 – description, action, views/opinions, facts**
- **Colon – instructions**
- **Parenthesis**
- **Bracket- dash**

**Singular/ plural**  
**Suffix/ Prefix**  
**Word family**  
**Consonant/Vowel**

**Adjective / noun / noun phrase**

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 /</b> Connective  <b>Preposition</b>  <b>Determiner/</b> generaliser  <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  <b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym, antonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Ellipsis</b></li> <li>• <b>Subjunctive</b></li> <li>• <b>Tense: present and past progressive; present perfect; past perfect</b></li> </ul>