

Ludlow Primary School TALK FOR WRITING and ERIC TEXTS: Year Group overview 2024-25



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 recipe 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* |
|--|---|---|--|--|--|
| | 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 | 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 | 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' | Introduce: Finger spaces Full stops Capital letters | 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 | <p>Poetry – Whole class Acrostic animal (mole or Crocodile) poem</p> <p><u>MT:</u> <u>Fiction:</u> Warning Tale Model text: Dangerous Focus: Finger spaces Correct letter formation</p> <p><u>Non-Fiction:</u> Leaflet Model text: Information leaflet about caring for an animal.</p> | <p>Poetry- Pig acrostic poem</p> <p><u>MT:</u> <u>Fiction:</u> Defeating Monster Tale Model text: Three Little Pigs Focus: Story openers Capital letters Full stops</p> <p><u>Non-Fiction:</u></p> | <p>Poetry – Free verse poem linked to Space</p> <p><u>MT:</u> <u>Fiction:</u> Finding Tale Model text: Beegu Focus: Capital letters Full stops Sentence construction Adjectives</p> <p><u>Non-Fiction:</u> Diary Beegu and his adventure</p> | <p>Poetry- Spring Sense Poem</p> <p><u>MT</u> <u>Fiction:</u> Warning Tale Model text: Little Red Riding Hood Focus: Sentence construction Suffixes- est -ing- ed</p> <p><u>Non-Fiction:</u> Recipe/Instructions Model Text: How to make strawberry scones</p> | <p>Poetry- Shape Poem</p> <p><u>MT</u> <u>Fiction:</u> Journey Tale Model text: Meerkat Mail Focus: Punctuation (? and !) Conjunctions</p> <p><u>Non-Fiction:</u> Postcards Model Text: Woody's Postcard</p> | <p>Poetry- Rhyming Poems about weather</p> <p><u>MT</u> <u>Fiction:</u> Loosing Tale Model text: Grandad's Island Focus: Sentence construction Conjunctions Suffixes /s/ /es/</p> <p><u>Non-Fiction:</u> Letter Model Text: Letter from Grandad to Syd.</p> |
| YEAR 1 READING | <p>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</p> | <p>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?</p> | <p>TFW Beegu and his adventures Non-fiction Me and my place in space Book Talk- reading spine text: Traction Man Amazing Grace Pumkin Soup</p> | <p>TFW Little Red Riding hood Non-fiction- Book Talk- reading spine text: Tuesday The Flower Gorilla</p> | <p>TFW Meerkat Mail Book Talk- reading spine text: Dogger Elmer Not Now Bernard</p> | <p>TFW Grandad's Island Book Talk- reading spine text: Who's Afraid of the Big Bad Book? Dr Xargle's Book of Earthlets</p> |

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

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|---|--|--|--|---|--|
| | | <p>Non-fiction: Planning tools: text map / washing line Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending Concluding sentence</p> | <p>Where... -ly' openers Fortunately,... Unfortunately, Sadly,... Simple sentences e.g. I went to the park. The castle is haunted. Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. Compound sentences using connectives (coordinating conjunctions) 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. Complex sentences: Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream. 'Run' - Repetition for rhythm e.g. He walked and he walked and he walked. Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p> | <p>or many more those these Adjectives to describe e.g. The old house... The huge elephant... Alliteration e.g. dangerous dragon slimy snake Similes using as....as... e.g. as tall as a house as red as a radish Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash... Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p> | | |
| YEAR 2 WRITING | <p>Poetry Around me Everyday wonders</p> <p>MT: Fiction- Rags to Riches Model text: Jack and the Beanstalk Focus: Basic sentences Full stops Capital letters Adjectives- Expanded noun phrases Sentence types- Exclamations, questions and commands.</p> <p>Non-fiction Letter Letter to the giant</p> | <p>Poetry List Poem Winter / Autumn acrostic poetry</p> <p>Non-Fiction - instructions Model text: How to make a fabric bauble. Focus: layout, imperative verbs.</p> <p>Fiction MT: Elves and Shoemaker Wishing Tale Focus on sentence structure when to use a full stop expanded noun phrases exclamations.</p> | <p>Poetry Kenning poetry</p> <p>MT: Fiction- Defeating a monster tale Model text: The Lighthouse Keepers Lunch Focus: Suffixes Subordinate conjunctions Alliteration Progressive tense</p> <p>Non-fiction Diary Seagull's Diary</p> | <p>Poetry Alphabet Poetry Alphabet Antics</p> <p>Fiction: Finding tale Model text: The Magic Paintbrush</p> <p>Non-Fiction: Non-chronological Report Model Text Castle Reports</p> | <p>Poetry Senses poem Links to the farm trip</p> <p>Non-Fiction: Explanation Model Text Animals</p> <p>Fiction Tale of fear Owl who was afraid of the dark</p> | <p>Poetry Spine Poem Castles</p> <p>MT: Fiction Tale of fear (suspense) Tiddlik the frog Aboriginal tale</p> <p>Non-fiction Castle recount Castle visit</p> |
| YEAR 2 READING | Fantastic Mr Fox | Short stories | Enchanted woods | Enchanted woods | The Hodgeheg by Dick King-Smith | Not Now Bernard by David McKee |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|--|----------|
| | | | | | | Poetry |
| 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>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> | <p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g.</p> | <p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i></p> <p>Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p> | <p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p> | <p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile - 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession) Commas for description</p> <p>'Speech marks'</p> <p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p> | |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|--|--|
| | | <p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) 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>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> | <p>Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description 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> | | | |
| YEAR 3 WRITING | 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 – Michael Rosen – On the Move. | 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 |
| YEAR 3 READING | 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 |
|---|--|---|---|--|--|----------|
| <p>Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England</p> | <p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>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.</p> <p>Non-Fiction</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....?</i> <i>Why....? When....? How....?</i> Middle Section(s) 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 Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p> | <p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> 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: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions (See Connectives and Sentence Signposts doc.) '-ing' clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/ 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>Sentence of 3 for description 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>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p> | <p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail 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>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p> <p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p> | <p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> | <p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions • Subordinating conjunction | |

| 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 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 Diary entry | The reader of this poem – simile poem Mission Impossible – Finding Tale Focus – Action Newspaper | Mission Impossible – Finding Tale Focus – Action Newspaper | Poetry – The Sea by James Reaves The Tiny Crusader – Losing Tale Discussion |
| YEAR 4 READING | How To Train Your Dragon | How To Train Your Dragon | Journey to Jo’Burg | Journey to Jo’Burg | 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 |
|---|---|--|---|--|---|----------|
| <p>Note: In the Punctuation & Terminology columns any terms in bold are a statutory requirement of the National Curriculum in England</p> | <p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: 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>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p> <p>Secure use of planning tools: Text map/ washing line/ 'Boxing-up' grid</p> <p>Paragraphs 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>Introduction Middle section(s) Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p> | <p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile 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>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.</p> <p>(See Connectives and Sentence Signposts doc.)</p> <p>Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus ed-ing-ly below) -'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i> Expanded -'ing' clauses as starters 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> -'ly' phrases as starters e.g. <i>Unfortunately, no chocolate biscuits remained.</i> Drop in -'ing' clause 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>Sentence of 3 for action 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>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> | <p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath</i> <i>since towards</i> <i>beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> | <p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: 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>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p> | <p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause Subordinate clause Relative clause Relative pronoun</p> <p>Alliteration Simile – 'as' / 'like' Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession | |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|--|--|---|--|--|---|
| YEAR 5 WRITING | Diamante Poem based on Tuesday video clip: structure, word classes and word choice Focus - Character Tuesday video clip-fiction: finding tale; setting; speech Non-fiction- Diary | Poetry- The Minotaur Poem 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 | Winter poem (My Longest Journey): figurative language. Focus – building tension/suspense Fiction – a quest – cliff hanger Non – Fiction Persuasive advert | Poetry The Watcher and space themed poetry. Focus - description Clock Close - portal story Non – Fiction – explanation text | Poetry –TS Elliot, The old gumbie cat Focus -action Warning Tale- The Caravan Non-fiction – Dr Who discussion | The Highwayman: narrative poem; Focus - shared poem, Non-Fiction- job description |
| YEAR 5 READING | Dear Olly | Harry potter Chamber of Secrets | Harry potter Chamber of Secrets | Harry potter Chamber of Secrets | Varjik Paw | Varjik 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* |
|--|---|---|--|---|---|
| | <p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look</p> | <p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>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></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the</i></p> | <p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> | <p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • 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 • Colon – instructions • Parenthesis / bracket / dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase</p> |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------|--|---|---|--|--|---|
| | | <p>forward to the future ask a question</p> <p>Non-Fiction</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: 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><i>cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p>Drop in –‘ed’ clause 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></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly through the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> | | | <p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question |
| YEAR 6 WRITING | <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> |
| YEAR 6 READING | <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 | Sentence Construction | Word Structure / Language | Punctuation* | Terminology* |
|--|----------------|--|--|---|--|
| | | <p>Consolidate Year 5 list</p> <p>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</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations,</p> | <p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion Expanded noun phrases 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>)</p> <p>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. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p> | <p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>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>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p> | <p>Consolidate Year 5 list</p> <p>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.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p> |

| 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 cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> | | | | <p>Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question</p> <p>Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia Introduce:</p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis • Subjunctive • Tense: present and past progressive; present perfect; past perfect |