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.	Poetry -Bang go the Fireworks.	Poetry - Rhymes and poems linked to	Poetry - Rhymes and poems	Poetry - Rhymes and poems	Poetry - Rhymes and poems
	Simple songs and rhymes	Nursery Rhymes.	space travel and going on a journey.	linked to Spring and New Life	linked to dinosaurs.	linked to summer/beach.
	to promote speaking and	Simple songs and rhymes to		- Five Little Speckled Frogs,		
	listening skills.	promote speaking and listening	MT: How to catch a star – wishing	Little Tommy Tadpole.)	MT: The Little Green Dinosaur	MT: Farmer Duck (character
		skills.	tale (Facts about space).		(Egg appears in room.	descriptions, letters to
	Books about chickens and			MT: Peter Rabbit Easter	Instructions on how to look	characters)
	other animals.		Instruction for making pancakes –	Surprise (Easter cards, signs	after the egg. Instructions on	
		MT: The Gingerbread Man -	linked to Mr Wolf's	for hunt, invitations and	how to look after a baby	
	MT: The Little Red Hen -	Journey Tale (Writing lists of	Pancakes/Pancake Day.	poetry)	dinosaur. How to describe a	
	Warning Tale (Talk about	ingredients, writing receipe for	Looking at maps and books about	poet. yy	dinosaur. How to be an	Books about heroes (including
	helping others.	making gingerbread).		Information writing about	archaeologist.)	nurses, firemen, doctors,
	Harvest.)		journeys. Instructions. Settings.	frogs and the lifecycle of a		police etc.). Books about
	,				Dinosaur information books.	
	Instructions for making			frog.		seaside.
	bread.	The Christmas Story		Locations around the world	Simple timelines.	
	Siedd.	The childenias story		Locations around the world	Simple timelines.	
				where animals can be found.		
YR READING	Owl Babies, Rainbow Fish,	Room on the Broom, Wonky	Stick Man, Winnie the Witch,	Handa's Hen, Aliens Love	Hugless Dugless, Farmer	Mog the Forgetful Cat, Burglar
	Six Dinner Sid	Donkey, One Snowy Night	Supertato	Underpants, Billy's Bucket	Duck, Ruby's Worry	Bill, Cottonwool Colin
	tuation & Terminology columns	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
•	are a statutory requirement of	Introduce:	Introduce:	Introduce:	Introduce:	Introduce:
the National Curr	iculum in England	Planning Tool –Story map /story mountain Whole class retelling of story	Simple sentences	Determiners the	Finger spaces	Finger spaces
		whole class retelling of story	Simple Connectives:	a	Full stops	Letter
		Understanding of beginning/ middle / end	and	my	Capital letters	Word
		Retell simple 5-part story:	who	your		Sentence
		Once upon a time First / Then / Next	until but	an this		Full stop Capital letter
		But		that		
		So	Say a sentence, write and read it back to check it			
		Finally,happily ever after Non-fiction: Factual writing closely linked	makes sense.	her their		
		to a story	Compound sentences using connectives	some		
		Simple factual sentences based around a	(coordinating conjunctions)	all		
		theme Names	and / but -'ly' openers	Prepositions:		
		Labels	Luckily / Unfortunately,	down		
		Captions	'Run' - Repetition for rhythm:	in		
		Lists	e.g.	into		
		Diagrams Message	He walked and he walked Repetition in description	out to		
			e.g. a lean cat, a mean cat	onto		
				Adjectives e.g. old, little, big,		
				small, quiet Adverbs e.g. luckily,		
				unfortunately, fortunately		
				Similes – using 'like'		

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 WRITING	Poetry – Whole class Acrostic animal (mole or	Poetry- Pig acrostic poem	Poetry – Free verse poem linked to Space	Poetry- Spring Sense Poem	Poetry- Shape Poem	Poetry- Rhyming Poems about weather
	Crocodile) poem	MT:		<u>MT</u>	MT	
		Fiction:	MT:	Fiction:	Fiction:	MT
	MT:	Defeating Monster Tale	Fiction:	Warning Tale	Journey Tale	Fiction:
	Fiction:	Model text: Three Little Pigs	Finding Tale	Model text: Little Red Riding	Model text:	Loosing Tale
	Warning Tale	Focus:	Model text: Beegu	Hood	Meerkat Mail Focus:	Model text: Grandad's Island
	Model text: Dangerous	Story openers	Focus:	Focus:	Punctuation (? and !)	Focus:
	Focus:	Capital letters	Capital letters	Sentence construction	Conjunctions	Sentence construction
	Finger spaces	Full stops	Full stops	Suffixes- est -ing- ed		Conjunctions Suffixes /s/ /es/
	Correct letter formation		Sentence construction			
		Non-Fiction:	Adjectives			Non-Fiction:
	Non-Fiction:			Non-Fiction:	Non-Fiction:	Letter
	Leaflet		Non-Fiction:	Recipe/Instructions	Postcards	Model Text: Letter from
	Model text: Information		Diary	Model Text: How to make	Model Text:	Grandad to Syd.
	leaflet about caring for an		Beegu and his adventure	strawberry scones	Woody's Postcard	
	animal.					
YEAR 1 READING	TFW Dangrous	TFW Other Versions of The	TFW Beegu and his adventures	TFW Little Red Riding hood	TFW Meerkat Mail	TFW Grandad's Island
	Book Talk - reading spine	Three Little Pigs	Non-fiction Me and my place in space	Non-fiction-	Book Talk- reading spine text:	Book Talk- reading spine text:
	texts:	Book Talk - reading spine texts:	Book Talk- reading spine text:	Book Talk- reading spine text:	Dogger	Who's Afraid of the Big Bad
	Alfie gives a hand	Beegu	Traction Man	Tuesday	Elmer	Book?
	Tiger who came to tea Peace at last	Cops and robbers	Amazing Grace	The Flower	Not Now Bernard	Dr Xargle's Book of Earthlets
		Avocado baby Can't you sleep little bear?	Pumkin Soup	Gorilla		
	Knuffle Bunny	Can i you sleep little bear?				
	•	, .				
	Where the wild things are	, ,				
	Where the wild things are The elephant and the bad					
	Where the wild things are		DDOCDESSION			
	Where the wild things are The elephant and the bad	Talk4W	PROGRESSION riting teaching guide for progression in v	vriting year by year		
	Where the wild things are The elephant and the bad baby ation & Terminology columns	Talk4W Text Structure	PROGRESSION riting teaching guide for progression in v Sentence Construction	vriting year by year Word Structure / Language	Punctuation*	Terminology*
any terms in bold ar	Where the wild things are The elephant and the bad baby ation & Terminology columns te a statutory requirement of	Text Structure	riting teaching guide for progression in v Sentence Construction	Word Structure / Language		37
	Where the wild things are The elephant and the bad baby ation & Terminology columns te a statutory requirement of		riting teaching guide for progression in v		Punctuation* Consolidate Reception list Introduce: Capital Letters:	Terminology* Consolidate: Finger spaces
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		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	-'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	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 asas 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. until the heat)		
YEAR 2 WRITING	Pootry	Poetry	Poetry	untie the boat)	Pootry	Pootry
TEAR 2 WKITING	Poetry Around me	Poetry List Poem	Poetry Kenning poetry	Poetry Alphabet Poetry	Poetry Senses poem	Poetry Spine Poem
	Everyday wonders	Winter / Autumn acrostic poetry	Remains poecify	Alphabet Antics	Links to the farm trip	Castles
	Everyddy Worlders	Trinter / Naturnii derostic poetry	MT:	A Aprilance Million	Emilia to the farm trip	Custics
	MT:	Non-Fiction - instructions	Fiction- Defeating a monster tale	Fiction:	Non-Fiction:	MT: Fiction
	Fiction- Rags to Riches	Model text: How to make a	Model text: The Lighthouse Keepers	Finding tale	Explanation	Tale of fear (suspense)
	Model text: Jack and the	fabric bauble.	Lunch	Model text:	Model Text	Tiddlik the frog
	Beanstalk	Focus: layout, imperative verbs.	Focus:	The Magic Paintbrush	Animals	Aboriginal tale
	Focus:		Suffixes			
	Basic sentences	Fiction	Subordinate conjunctions		Fiction	Non-fiction
	Full stops	MT: Elves and Shoemaker	Alliteration	Non-Fiction:	Tale of fear	Castle recount
	Capital letters	Wishing Tale	Progressive tense	Non-chronological Report	Owl who was afraid of the	Castle visit
	Adjectives- Expanded noun	Focus on sentence structure		Model Text	dark	
	phrases	when to use a full stop	Non-fiction	Castle Reports		
	Sentence types-	expanded noun phrases	Diary			
	Exclamations, questions	exclamations.	Seagull's Diary			
	and commands.					
	Non-fiction					
	Letter					
	Letter to the giant					
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			
	Talk4V	Writing teaching guide for progressior	n in writing year by year		
Note: In the Punctuation & Terminology col	ımns Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
any terms in bold are a statutory requirement			Trefactions, Language		
the National Curriculum in England	Consolidate Year 1 list	Consolidate Year 1 list	Consolidate Year 1 list	Consolidate Year 1	Consolidate:
are National Carriedam in England	Introduce:	Introduce:	Introduce:	list	
	Fiction	(See Connectives and Sentence		Introduce:	Punctuation
	Secure use of planning tools: Story map	Signposts doc.)	Prepositions:	Domorcato	Finger spaces Letter
	/ story mountain / story grids/ 'Boxing-	Types of sentences:	behind above along before between after	Demarcate sentences:	Letter Word
	up' grid	Statements	before between after	Capital letters	Sentence
	(Refer to Story Types grids)	Questions	Alliteration	capital letters	Full stops
		Exclamations	e.g. wicked witch	Full stops	Capital letter
	Plan opening around character(s),	Commands	slimy slugs	·	Question mark
	setting, time of day and type of weather			Question marks	Exclamation
		-'ly' starters	Similes usinglike		mark
	Understanding 5 parts to a story with more complex vocabulary	e.g. Usually, Eventually, Finally,	e.g.	Exclamation marks	 Speech bubble
	more complex vocabulary	Carefully, Slowly,	like sizzling sausages	6	 Bullet points
	Opening e.g.	Vary openers to sentences	hot like a fire	Commas to separate items in a	
	In a land far away	vary openers to sentences	Two adjectives to	list	Singular/ plural
	One cold but bright morning	Embellished simple sentences using:	describe the noun	1130	A disastina
	Build-up e.g.	adjectives e.g. The boys peeped	e.g.	Comma after –ly	Adjective Verb
	Later that day	inside the dark cave.	The scary, old woman	opener	Connective
	Problem / Dilemma e.g.	adverbs e.g. Tom ran quickly down	Squirrels have long, bushy	e.g.	Alliteration
	To his amazement	the hill.	tails.	Fortunately,Slow	Simile – 'as'/ 'like'
	Resolution e.g.			ly,	1
	As soon as Ending e.g.	Secure use of compound sentences	Adverbs for description		Introduce:
	Luckily, Fortunately,	(Coordination) using connectives: and/or/but/so	e.g.	Speech bubbles	
	Edekny, Fortandecty,	(coordinating conjunctions)	Snow fell gently and covered the cottage in the	/speech marks for direct speech	Apostrophe
	Ending should be a section rather than	(coordinating conjunctions)	wood.	unect speech	(contractions and
	one final sentence e.g. suggest how the	Complex sentences (Subordination)	Wood.	Apostrophes to	singular possession) Commas for description
	main character is feeling in the final	using:	Adverbs for information	mark contracted	Commas for description
	situation.	Drop in a relative clause:	e.g.	forms in spelling	'Speech marks'
		who/which e.g.	Lift the pot carefully onto	e.g. don't, can't	
			the tray.	Apostrophes to	Suffix
			The river quickly flooded	mark singular	
			the town.	possession e.g. the	Verb / adverb
			Comprehience for	cat's name	6
			Generalisers for information, e.g.		Statement question
			Most dogs		exclamation
			Some cats		Command (Bossy verbs)
					(,
			Formation of nouns using		Tense (past, present,
			suffixes such as -ness, -er		future) ie not in bold
			Formation of adjectives		Adjective / noun
			using suffixes such as –ful, –less		Noun phrases
			1		Generalisers
			(A fuller list of suffixes can		
			be found in the spelling		
			appendix.)		
			Han of the sufficient and		
			Use of the suffixes –er and		
			–est to form comparisons of adjectives and adverbs		
			or adjectives and adverss		

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Introduce: Secure use of planning tools: Text map / washing line / 'Boxing —up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question 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 Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. Additional subordinating conjunctions: what/while/when/where/ because/ then/so that/ if/to/until e.g. While the animals were munching breakfast, two visitors arrived During the Autumn, when the weather is cold, the leaves fall off the trees. Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. Expanded noun phrases e.g. lots of people, plenty of food List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat. African elephants have long trunks, curly tusks and large ears.			
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
		Tall-AM	PROGRESSION	writing year by year		
		Text Structure	riting teaching guide for progression in v Sentence Construction	Word Structure / Language	Punctuation*	Terminology*

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paragraphs e.g. Dragons are found across the world.		opposed to He left his hat behind.	Tonic contances to introduce non-fiction			conjunction
Dragons are found across the world.						
Dialogue – Dowertui Speech Verd			Dialogue –powerful speech verb			
e.g. "Hello," she whispered.						

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	The reader of this poem – simile poem		Poetry – The Sea by James Reaves
	Elf Road – fiction – portal	Perseus – Defeating the monster	The Manor House – fiction – Tale of		Mission Impossible – Finding	
	story	tale	Fear	Mission Impossible – Finding Tale	Tale	The Tiny Crusader – Losing Tale
	Focus – setting	Focus – character	Focus – building suspense	Focus – Action	Focus – Action	Discussion
	Recount in the form of a Letter	Teacher Pleaser – Explanation	Diary entry	Newspaper	Newspaper	
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			
		Talk4W	riting teaching guide for progression in v	writing year by year		
		Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*

		1			
Year Group Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Note: In the Punctuation & Terminology columns	Consolidate Year 3 list	Consolidate Year 3 list	Consolidate Year 3	Consolidate Year 3	Consolidate:
any terms in bold are a statutory requirement of			list	list	
	Introduce: Secure use of planning tools:	Introduce:	Introduce:		Punctuation
the National Curriculum in England	e.g. story map /story mountain	Standard English for verb inflections instead of	Prepositions	Introduce:	Finger spaces
	/story grids /'Boxing-up' grids	local spoken forms	at underneath since towards	Commas to mark	• Letter
	(Refer to Story Types grids)	Long and short sentences:	beneath beyond	clauses and to mark off fronted	Word
	(never to story types grids)	Long sentences to enhance description or	beneuth beyond	adverbials	Sentence
	Plan opening using:	information		auverbiais	Statement question
	Description /action		Conditionals -	Full punctuation for	exclamation
		Short sentences to move events on quickly	could, should,	direct speech:	Command
	Paragraphs:	e.g. It was midnight.	would	Each new speaker	 Full stops
	to organise each part of story	It's great fun.		on a new line	Capital letter
	to indicate a change in place or		Comparative and	Comma between	Question mark
	jump in time	Start with a simile	superlative	direct speech and	Exclamation mark
		e.g. As curved as a ball, the moon shone brightly	adjectives	reporting clause e.g.	Speech bubble
	Build in suspense writing to	in the night sky.	e.g. smallsmallersm	"It's late," gasped	'Speech marks'
	introduce the dilemma	Like a wailing cat, the ambulance screamed down the road.	allest	Cinderella!	Direct speech
	Developed 5 parts to story	down the roud.	goodbetterbest	Apostrophes to	Inverted commas Pullet points
	Introduction	Secure use of simple / embellished simple		mark singular and	Bullet points Apostropho
	Build-up	sentences	Proper nouns-	plural possession	 Apostrophe (contractions only)
	Problem / Dilemma		refers to a	(e.g. the girl's name,	Commas for sentence
		Secure use of compound sentences	particular person	the boys' boots) as	of 3 – description,
	Resolution Ending	(Coordination) using coordinating conjunction	or thing	opposed to s to	action
	Clear distinction between	and/or/but/so/for/nor/yet (coordinating	e.g. Monday,	mark a plural	Colon - instructions
	resolution and ending. Ending	conjunctions)	Jessica, October,		
	should include reflection on	Develop complex sentences: (Subordination)	England		Singular/ plural
	events or the characters.	Main and subordinate clauses with range of	The grammatical		Suffix/ Prefix
	events of the characters.	subordinating conjunctions.	difference		Word family
	Non-Fiction	(See Connectives and Sentence Signposts doc.)	between plural		Consonant/Vowel
		Consolidate understanding of fronted	and possessive –s		Adjective / noun / noun phrase Verb / Adverb
	Secure use of planning tools:	adverbials (see adverb starters, Year 3, plus ed-			Bossy verbs - imperative
	Text map/ washing line/ 'Boxing	ing-ly below)	Standard English		Tense (past, present, future)
	–up' grid	-'ed' clauses as starters e.g.	forms for verb		Connective
	Paragraphs to organise ideas	Frightened, Tom ran straight home to avoid	inflections instead		Conjunction
	around a theme	being caught.	of local spoken		Preposition
	Logical organisation	Exhausted, the Roman soldier collapsed at his	forms (e.g. we		Determiner/ generaliser
	Group related paragraphs	post. Expanded -'ing' clauses as starters e.g.	were instead of we was, or I did		Clause
	Develop use of a topic sentence	Grinning menacingly, he slipped the treasure	instead of I done)		Subordinate clause
	Link information within	into his rucksack.	missedd of raeme,		Relative clause
	paragraphs with a range of	Hopping speedily towards the pool, the frog			Relative pronoun
	connectives.	dived underneath the leaves.			Alliteration
	Use of bullet points, diagrams Introduction	-'ly' phrases as starters e.g.			Simile – 'as'/ 'like'
	Middle section(s)	Unfortunately, no chocolate biscuits remained.			Synonyms
	• • • • • • • • • • • • • • • • • • • •	Drop in -'ing' clause e.g.			
	Ending	Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed			Introduce:
	Ending could Include personal	the houses.			
	opinion, response, extra	the nouses.			• Pronoun
	information, reminders,	Sentence of 3 for action e.g.			Possessive pronoun
	question, warning,	Sam rushed down the road, jumped on the bus			Adverbial Frantad adverbial
	encouragement to the reader	and sank into his seat.			Fronted adverbialApostrophe – plural
		The Romans enjoyed food, loved marching but			possession
	Appropriate choice of pronoun	hated the weather.			possession
	or noun across sentences to aid	Boundaries to market to			
	cohesion	Repetition to persuade e.g.			
		Find us to find the fun			
		Dialogue - verb + adverb - "Hello," she			
		whispered, shyly.			
		' ' ' '			
		Appropriate choice of pronoun or noun within a			
		sentence to avoid ambiguity and repetition			
			1	- I	

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;	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	generalisers, modal verbs Harry potter Chamber of Secrets	Harry potter Chamber of Secrets	Harry potter Chamber of Secrets	Varjik Paw	Varjik Paw
	ation & Terminology columns re a statutory requirement of	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
the National Curricu		Consolidate Year 4 list Introduce:	Consolidate Year 4 list Introduce: Relative clauses beginning with	Consolidate Year 4 list	Consolidate Year 4 list	Consolidate:
		Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. 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	who, which, that, where, when, whose or an omitted relative pronoun. Secure use of simple / embellished simple sentences Secure use of compound sentences Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.) Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the	Introduce: Metaphor Personification Onomatopoeia Empty words e.g. someone, somewhere was out to get him Developed use of technical language Converting nouns or adjectives into verbs using suffixes (e.g. — ate; —ise; —ify) Verb prefixes (e.g. dis—, de—, mis—, over— and re—)	Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Use of commas to clarify meaning or avoid ambiguity	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 Colon - instructions Parenthesis / bracket / dash Singular/ plural Suffix/ Prefix Word family Consonant/Vowel

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tear Group		forward to the future ask a question. Non-Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: 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	cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief. Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)			Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun - relative/ possessive Clause Subordinate/ relative clause Adverbial Fronted adverbial Alliteration Simile - 'as'/ 'like' Synonyms Introduce: Relative clause/ pronoun Modal verb Parenthesis Bracket- dash Determiner Cohesion Ambiguity Metaphor Personification Onomatopoeia Rhetorical question
YEAR 6 WRITING	The Eagle and Praise for birds. Linked to figurative language. Rags to Riches tale using the model text "Rags to Riches" Hook is based on our ERIC text – Holes. Focus Setting Description Recount writing – Newspaper report	Poems linked to the underground railway/Harriet Tubman – reading for meaning 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. Formal letter of complaint – The colonies of America writing to the British Government threatening action if the taxes are not dropped	War poems – Charge of the Light Brigade and Flanders Fields 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:" Biographies information piece: Charles Darwin (linking to science)	War poems – That night of death and Dulce et decorum est Portal Story linked to Literacy Shed 'Beyond the Lines' video clip. WW2 link back to a different era in time. Focus on suspense. Informal letter: writing home from war as an evacuee.	Poetry – The Sea 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 Parable writing based from Wonder	Performance poetry – linked to end of year play Non-chronological report on invented creatures and classification linked to science.
YEAR 6 READING	Holes Selected poems from KS2 The Works	Oh, Freedom! Selected poems from KS2 The Works	The Machine Gunners Charge of the Light Brigade Non-fiction texts taken from TestBase	The Machine Gunners Selected poems from KS2 The Works	Kensuke's Kingdom Selected poems from KS2 The Works	Kensuke's Kingdom The Kraken

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
		Tall(4)A/	PROGRESSION			
Note: In the Direct	ation 0 Townsia along and ware		riting teaching guide for progression in		Demonstration*	Townsia alogu*
	re a statutory requirement of	Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
the National Curric	The state of the s	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate Year 5 list	Consolidate:
the National Curric		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 nonfiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations,	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 accidently dropped the glass. Passive: The glass was accidently 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 appropriate for formal 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.	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	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)	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 rhetorical questions Express balanced coverage of a topic topic Spring 2 Summer 1 Verb / Adverb Bossy verbs - im Tense (past, promodal verb Conjunction / OPreposition Conjunction / OPREPOSITION CONTINUED TO THE PROPOSITION CONTINUED TO T	2
Use different techniques to conclude texts Use appropriate formal and informal styles of writing Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Chose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs Linking ideas across paragraphs Linking ideas across paragraphs Linking ideas across posers Synonyms Metaphor devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. 1 Active a Subject Hyphen Layout devices, such as beadings.	rb - imperative present, future) / Connective / generaliser elative/ possessive e/ relative clause erbial uestion / 'like' on eia re and passive voice ect and object teen nym, antonym n/ semi-colon et points