English Long Term Planning

Reception to Year 6

Talk for Writing Overview – EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction (Adult initiated short term focus)	Oral retellings of 5 part story Descriptive language	Talk for Writing Units (in second Half term – starting mid November)		Creating magical birds – descriptive language Simple Easter egg hunting stories		Escaped snail stories
Fiction Focus Teaching	5 part story language: Once upon a time First But So Finally	A lost toy story – linked with Christmas Model text: Simple lost toy story – 5 sentence story Text Type: Loosing/finding Tool kit: Story mapping – understanding, beginning, middle end Outcome: telling a simple lost toy story	Journey Story Model text: Mr Gumpy's outing (simplified version) Text Type: Quest Tool kit: Description Outcome: Children's own journey story	Mini topic – books Model text: Simple descriptive sentence Text Type: Descriptive sentence Tool kit: Description Outcome: Children's own descriptive character sentence	Traditional Tale (Little Red Hen or Enormous Turnip) Model text: Version of the Enormous Turnip or Little Red Hen Text Type: Traditional tale Toolkit: Description Outcome: Children's own version of a traditional tale	
SPAG Focus areas	-Writing from left to write -Speaking in sentences -Using simple connectives in oral story telling: and, who, but, until. -Using adverbs orally: eg luckily, unfortunately, fortunately -Introduce (orally) repetition for rhythm – eg He ran and ran	-Introduce simple sentences -Introduce determiners: The, a, my, your, an, this, that, his, her, their, some, all	-Introduce – say a sentence, write a sentence, read it back to check it makes sense. -Introduce – adjectives: - eg old, little, big, small, quiet Introduce finger spaces -Introduce full stops	Consolidate -Say a sentence, write a sentence, read it back to check it makes sense. -Adjectives: - eg old, little, big, small, quiet -Finger spaces -Full stops Introduce similes: like	-Introduce repetition in description: eg He pulled and pulled. -Introduce capital letters -Introduce – compound sentences using connectives: but/and	

Non-fiction	Cards (birthday cards, Diwali cards, Christmas cards) Lists (linked to mini topics and children's interests) Captions (linked to mini topics and children's interests – photos sent on Tapestry, items, pictures children have made) Labels - (drawings children have made, designs children have made)		Labelled diagrams of vehicles Maps with labels Captions		Letters – linked to the traditional tale Weather diaries (linked to science) Plant diaries (linked to science)	Writing for a purpose – posters etc (signs for end of term class shop)
Non-fiction Focus Teaching	Name Labels Captions Lists	Captions for pictures of celebrations A letter to Santa		Model Text: Making a pine Cone bird feeder Text type: instructions Toolkit: Instructions Outcome: Children's own instructions for a bird feeder	Model text – a recount written by Ziggy the class puppet Text Type: Recount Toolkit: Sequencing vocabulary Outcome: Children's own recount of a class visit to the museum	Model text: Simple information text about butterflies or growing plants Text Type: Information Toolkit: Sentence structure Outcome: Children's own information text about plants/ creatures
SPAG focus area (Non Fiction	Writing from left to right Writing on a line	Writing from left to right Writing on a line		Introduce prepositions: up, down, into, in, out, onto, to, onto	-Using capital letter for I -Compound sentences using the connectives and/but	Consolidate prepositions: up, down, into, in, out, onto, to, onto Consolidate: Punctuation: finger spaces, full stops, capital letters.
Reading Skill Lessons	Each Peach Pear Plum Rhyming story: The Squirrels Who Squabbled Leaf Thief Stories covering diversity: Best Diwali Ever	Wow Said the Owl Emotional literacy – Ruby's worry Traditional tale: Goldilocks and the Three Bears Modern classic – Dear Zoo Thematic story: Dear Santa	How to catch a star Information book: Chinese New Year book Modern classic: Oi! Get off our Train The Train ride Puffin Peter	Emotional literacy story: Tilda Tries again Rhyming story: Oi Frog! Traditional tale: The Ugly Duckling Thematic story: Easter story – Hide and Seek Bunnies	Peepo Dogger Hungry Caterpillar Emotional literacy story: Bea's Bad Day Traditional Tale: Little Red Hen or the Enormous Turnip (depending on the growing topic covered)	Jasper's Beanstalk Stories covering diversity: So Much Modern classic: The Tiger who came to tea Information book: Special buildings Rhyming story: Room on the Broom

Poetry	Rhyme of the week – see separate planning	Rhyme of the week – see separate planning Poetry – bonfire night poetry/ Diwali – creating a sound poem	Model text: The Wheels on the bus Text type: Nursery rhyme Outcome: Children write their own rhyme	Hot Cross Buns, 5 Currant Buns, Twinkle Twinkle, Sleeping Bunnies	Polly Put the Kettle on Little Miss Muffet Tiny Caterpillar on a leaf 5 Little Ducks 1.2.3.4.5 10 Green Bottles, Miss Polly	Poetry – end of term Summer poem

3 – 5 yrs (Foundation)

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 stops Capital letter Simile – 'like'

Talk for Writing Overview – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Goldilocks Story type: Traditional tale Toolkit: Dialogue Outcome: Children's own character breaks into a house.	The Magic Porridge Pot Story type: Description Toolkit: Description Outcome: Children's own portal story	Lost and Found Story type: Losing / finding Toolkit: Openings and endings Outcome: Children's own losing/finding tale	Monkey See, Monkey Do Story type: Toolkit: Openings and endings Outcome: Children's	Lighthouse Keeper's Lunch Story type: Defeating the monster Toolkit: Settings Outcome: The three seagulls take a fisherman's lunch	Captain Blackbeard and the Hidden Treasure Story type: Quest Toolkit: Characterisation Outcome:
Fiction SPAG Focus Areas	• Sequence sentences to form short narratives (B, M, E) • Separate words with spaces • Introduce capital letters and full stops • Introduce adjectives to describe a noun • Identify when a character is talking • Introduce using and to join words and clauses	• Sequence sentences to form short narratives (B, M, E) • Separate words with spaces • Capital letters and full stops • Adjectives to describe a noun • Use said to show a character is talking • Introduce using and to join words and clauses	• Sequence sentences to form short narratives (B, M, E) • First, then, next to sequence narrative • Capital letters and full stops • Adjectives to describe a noun • Time story starters • Place and time starters	• Sequence sentences to form short narratives (B, M, E) • Capital letters and full stops • Story openings describing the time and place • Introduce joining clauses using but	• Sequence sentences to form short narratives (B, M, E) • Capital letters, full stops and exclamation marks • Spell days of the week • Adjectives to describe a noun • Capital letters for names	• Sequence sentences to form short narratives (5 parts) • First, then, next to sequence narrative • Capital letters, full stops and exclamation marks • Verb choices for effect • Capital letters for names

Non-fiction	Letter from Goldilocks Text type: Persuasive Outcome: Letter from the inspector Cross-curricular opportunity: Letter		The penguin's diary Text type: Recount Outcome: Recount own journey Cross-curricular opportunity:		Mrs Grinling's Mustard Sandwich Text type: Instructions Outcome: Recipe for disgusting sandwiches Cross-curricular opportunity:	
Non-fiction SPAG Focus Areas	• Sequence sentences to form short narrative • Introduce question marks • Capital letter for I • Introduce joining sentences with because	.	• Sequence sentences to form short narrative • Capital letter for I • Capital letters, full stops and question marks		• Identify verbs in a sentence; introduce imperative verbs • Sequence sentences to form short narrative • Capital letters, full stops and question marks • Sequencing words and numbers to show order	
Year 1 Rhymes	Here a Bear, There a Bear (First Verses, p56) Humpty Dumpty Sat on a Chair (First Verses, p70) Exercises (First Verses, p75)	Firework (First Verses, p44) A Chubby Little Snowman (First Verses, p59)	That One's Me (First Verses, p80) Walking Round the Zoo (First Verses, p88)	Monkey Tricks (First Verse, p65) Monsters (First Verses, p13)	I Don't Like Custard (First Verses, p62) The Crop Song (First Verses, p82)	Seaside Song (First Verses, p42) See These Fingers (First Verses, p43) Beach Counting (First Verses, p21)

5 – 6 yrs (Year 1)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Reception list **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 **Understanding -** beginning /middle /end to a story **Understanding** - 5 parts to a story: **Opening** *Once upon a time…* **Build-up** *One day…* **Problem / Dilemma** *Suddenly,../ Unfortunately,…* **Resolution** *Fortunately,…* **Ending** *Finally,….*	**Consolidate Reception list (See Connectives and Sentence Signposts doc.)** **Introduce:** **Types of sentences:** Statements Questions Exclamations **Simple Connectives:** *and* *or* *but* *so* *because* *so that* *then* *that* *while* *when* *where* **Also as openers:** *While…* *When…* *Where…* **-'ly' openers** *Fortunately,…Unfortunately,* *Sadly,…* **Simple sentences** e.g. *I went to the park.* *The castle is haunted.* **Embellished simple sentences**	**Consolidate Reception list** **Introduce:** **Prepositions:** *inside* *outside* *towards* *across* *under* **Determiners:** *the a my your an this that his her their some all lots of 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*	**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	**Consolidate:** Finger spaces **Letter** **Word** **Sentence** **Full stops** **Capital letter** Simile – 'like' **<u>Introduce:</u>** **Punctuation** **Question mark** **Exclamation mark** Speech bubble Bullet points **Singular/ plural**

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	**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*	*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)*		Adjective Verbs Connective Alliteration Simile – 'as'

Talk for Writing Overview – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Kassim and the Greedy Dragon Story type: Toolkit: Description Outcome:	Jack and the Beanstalk Story type: Portal Toolkit: Suspense Outcome: Children's own portal story	Eddie's Adventure Story type: Warning Toolkit: Dialogue Outcome: New character is given a warning	Meerkat Mail Story type: Journey Toolkit: Settings Outcome: Sunny's new journey	Supertato Story type: Defeating the monster Toolkit: Suspense Outcome: Supertato in a new setting	Lightning Boy and the Power Crystal Story type: Journey Toolkit: Description Outcome: New characters and object
Fiction SPAG Focus Areas	• Sequence sentences to form short narrative) • Demarcate sentences with capital letter and full stops • Adjectives for description • Adverbial phrases (time) • Introduce similes • Co-ordination • Past tense	• Sequence sentences to form short narrative (5 parts) • Demarcate sentences with capital letter and full stops • Adjectives for description • Adverbial phrases (time) • Introduce commas in a list • Co-ordination	• Sequence sentences to form short narrative (5 parts) • Demarcate sentences with capital letter, full stops exclamation marks • Verb choices • Introduce speech punctuation • Description – Adjectives, alliteration • Co-ordination and subordination	• Sequence sentences to form short narrative (5 parts) • Demarcate sentences with capital letter, full stops exclamation marks • Sentence of three – commas in list • Similes with like and as • Expanded noun phrases • Co-ordination and subordination	• Five part story • Demarcate sentences with simple punctuation • Expanded noun phrases • Co-ordination and subordination • Adverbs to describe the verb	• Sequence sentences to form short narrative (5 parts) • Demarcate sentences with capital letter, full stops exclamation marks • Sentence of three – commas in list • Similes with like and as • Expanded noun phrases • Co-ordination and subordination

Non-fiction	How to trap a dragon Text type: Instructions Outcome: Instructions to trap a monster Cross-curricular opportunity:		The Dragon-Fish Flying Machine Text type: Explanation Outcome: How does a monster survive Cross-curricular opportunity:			Captain Adventure Text type: Non-chronological Outcome: Non-chron about another superhero Cross-curricular
Non-fiction SPAG Focus Areas	• Identify verbs in a sentence; introduce imperative verbs • Sequence sentences to form short narrative • Capital letters, full stops and question marks • Sequencing words and numbers to show order		• Explanation – introduction, main, conclusion • Demarcate sentences with capital letter, full stops exclamation marks • Co-ordination and subordination • Subordinate clause with who			• Information report – introduction, headings, sub-headings, conclusion • Demarcate sentences with simple punctuation • Co-ordination and subordination • Sentence of three • Generalisers
Year 2 Poetry	My Name Is... (Puffin First Poems, p83) Focus - Innovation, creative nouns	Autumn Woods (Puffin First Poems, p77) Focus - Description	Witch Witch (Puffin First Poems, p91)	Spaghetti Spaghetti (Puffin First Poems, p60) Focus – Selecting appropriate vocabulary	Ten Things Found in a Wizard's Pocket Focus - Adjectives Write own poem - Ten Things Found in a ...	Create spine poems – See below

Spine Poems – Whether its people, animals or settings…choose 5 features and write them down the middle of the page e.g. hair, eyes, hands, legs, feet. Select adjectives to go to the left of each feature, and then describe what the feature does using powerful verbs or figurative language.

6 – 7 yrs (Year 2)

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 1 list **Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids) **Plan opening around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with more complex vocabulary** **Opening** e.g. *In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g. *As soon as* **Ending** e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.	**Consolidate Year 1 list** **Introduce:** **(See Connectives and Sentence Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands **-'ly' starters** e.g. *Usually, Eventually, Finally, Carefully, Slowly, …* **Vary openers** to sentences **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g. *Tom ran quickly down the hill.* **Secure use of compound sentences (Coordination)** using connectives: *and / or / but / so* (coordinating conjunctions) **Complex sentences (Subordination) using:** **Drop in a relative clause: who/which** e.g.	**Consolidate Year 1 list** **Introduce:** **Prepositions:** *behind above along before between after* **Alliteration** e.g. *wicked witch* *slimy slugs* **Similes using…like…** e.g. *… like sizzling sausages* *…hot like a fire* **Two adjectives to describe the noun** e.g. *The scary, old woman…* *Squirrels have long, bushy tails.* **Adverbs for description** e.g. *Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g. Lift the pot carefully onto	**Consolidate Year 1 list** **Introduce:** **Demarcate sentences:** Capital letters Full stops Question marks Exclamation marks **Commas** to separate items in a list **Comma** after –ly opener e.g. *Fortunately,….Slowly,….* **Speech bubbles /speech marks for direct speech** ***Apostrophes to mark contracted forms in spelling*** e.g. *don't, can't*	**<u>Consolidate</u>:** **Punctuation** • Finger spaces • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • Bullet points **Singular/ plural** Adjective Verb Connective Alliteration Simile – 'as' / 'like' **<u>Introduce:</u>** **Apostrophe (contractions and singular possession)**

Non-Fiction **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.*	the tray. The river quickly flooded the town. **Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix.) Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**	***Apostrophes to mark singular possession*** e.g. *the cat's name*	**Commas** for description **'Speech marks'** **Suffix** **Verb / adverb** **Statement** **question** **exclamation** **Command** (Bossy verbs) **Tense (past, present,** future) **ie** not in bold **Adjective / noun** **Noun phrases** Generalisers

Talk for Writing Overview – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	The Stone Trolls (text on TfW website) Story type: Warning Toolkit: Action Outcome: Children's own warning story	Poppy, Waldo and the Giant Story type: Meeting Toolkit: Description Outcome: Children's own character breaks into a house.	The Manor House Story type: Suspense Toolkit: Suspense Outcome: Children's own suspense story	Keep off the tracks! Story type: Warning Toolkit: Settings Outcome: Children's own suspense story	Elf Road Story type: Portal Toolkit: Openings and endings Outcome: Children's own portal story linking to Ancient Egypt	Egyptian Cinderella Story type: Change Toolkit: Description Outcome: Children's own change story
Fiction SPAG Focus area	• Introduction to paragraphs to organise story • Demarcate sentences with simple punctuation • Introduction to inverted commas • Variation of long and short sentences • Apostrophes for contraction • Embellished simple sentences – Recap of noun and verb, adjective to describe the noun, adverb to describe the verb	• Introduction to paragraphs to organise story • Demarcate sentences with simple punctuation • Powerful verbs • Prepositional phrases • Co-ordination and subordination •	• 5 part story organised into paragraphs • Demarcate sentences with simple punctuation • Variation of long and short sentences for effect • Suspense tools – ellipses • Adverbial phrases • Apostrophes for contraction	• 5 part story organised into paragraphs • Demarcate sentences with simple punctuation • Subordinating conjunction to start sentence • Similes and sentence of three using a comma to describe the setting	• 5 part story organised into paragraphs • Demarcate sentences with simple punctuation • Subordinating conjunction to start sentence • -ing sentence starter – clause to add detail • Text structure focus – fiction openings	• Recap text structure and paragraphing • Recap sentences with subordination • Conjunctions to express time and palce

Non-fiction	The River Unicorn Text type: Non-chron Outcome: Children to Cross-curricular opportunity: Non-chron related to topic work	How to trap a grass goblin Text type: Instructions Outcome: Children to write instructions for a trap Cross-curricular opportunity: How to	To write – Shropshire Travel Brochure Text type: Persuasive Outcome: Children to Cross-curricular opportunity:	Little Red Riding Hood's journey through the woods Text type: Diary Outcome: Children to write a diary Cross-curricular opportunity:	To write – How mountains/volcanoes are formed Text type: Explanation Outcome: Children to Cross-curricular opportunity:	Pharaoh punished with ten plagues Text type: Newspaper Outcome: Children to Cross-curricular opportunity: Egypt
Non-fiction SPAG Focus areas	• Introduction and conclusion; sub-headings to organise paragraphs • Demarcate sentences with simple punctuation • Sentence of three for description • Variation of long and short sentences	• Introduction to paragraphs to organise story • Demarcate sentences with simple punctuation including questions • Colon before a list • Determiners (a/an) • Compound sentences	• Introduction, paragraphs for structure, conclusion • Sub-headings • Boastful language • Pattern of 3 for persuasion	• Text structure – Recount in order of events • First person • Present perfect tense • Adjectives and adverbs for description	• Introduction, paragraphs with explanation, conclusion • Co-ordinating and subordinating conjunctions	• Headline • First paragraph containing 5Ws • Subsequent paragraphs recounting events in order • Speech – Direct speech using inverted commas
Poetry	Animal poetry	T'was The Night Before Christmas	Poem – My Uncle Jack (Stories Through Science) Cross-curricular opportunity: poetry	The magic Box	The Sound Collector by Roger McGough	
Reading for Pleasure Class Novel	Stone Age Boy	The Wild Robot – Peter Brown	The Boy who Grew Dragons – Andy Shepherd	Libby and the Parisian Puzzle – Jo Clarke	The Time-travelling Cat and the Egyptian Goddess by Julia Jarman	

7 – 8 yrs (Year 3)

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
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.	**Consolidate Year 2 list** **Introduce:** **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	**Consolidate Year 2 list** **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.*	**Consolidate Year 2 list** **Introduce:** **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.)*	**Consolidate:** **Punctuation** • 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** **Singular/ plural** **Suffix** **Adjective / noun / Noun phrases Verb / adverb** Bossy verbs **Tense (past, present,**

Non-Fiction **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. *Who….? What….? Where….?* *Why….? When….? How….?* **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 **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause e.g.** *I have written it down so I can check what it said.* **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.*	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.*	*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***		**future)** Connective Generalisers Alliteration Simile – 'as' / 'like' **Introduce:** • **Word family** • **Conjunction** • **Adverb** • **Preposition** • **Direct speech** • **Inverted commas** • **Prefix** • **Consonant/Vowel** • **Clause** • **Subordinate clause** • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction

Talk for Writing Overview – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	King Midas and the Golden Touch Story type: Wishing Toolkit: Dialogue Outcome: Children's own wishing story	The Impossibly Possible Bookshop (text on TfW website) Story type: Portal Toolkit: Description Outcome: Children's own portal story through the bookshop	Zelda Claw Story type: Suspense Toolkit: Suspense Outcome: Children's story	Adventures at Sandy Cove Story type: Warning Toolkit: Openings and endings Outcome: Children's own story	The Caravan **To be shortened to 350 words by class teacher** Story type: Warning Toolkit: Characterisation Outcome: Children's own story	The Time Slip Scarab Story type: Quest/Portal Toolkit: Settings Outcome: Children's own story
Fiction SPAG Focus areas	Powerful speech verb, begin to punctuate speech, adverbial phrases *Paragraphs*	structure focus- dilemma/ resolutions Drop in relative **which that, adverbials,**	ellipses, short and long sentences for effect, adverbials			suspense for dilemma, sentences of 3 for action, dialogue- verb+adverb, short sentences to progress story

Non-fiction	Everything you need to know about cloud goblins Text type: Non-chronological report Outcome: Children to innovate a guide to a mythical creature Cross-curricular opportunity: Life in a Celtic village	Instructions How to catch and Santa (short revision unit) Designing a sleigh Non T4W	Amazing Zinland Text type: Persuasive Outcome: Children to write a persuasive brochure for somewhere in Europe	Alien's Invade Redbury Village Text type: Recount Outcome: Children to write a recount of a trip	The teacher pleaser machine Story type: Explanation Outcome: Cross-curricular opportunity: Explanation about how the Digestive system works	
Non-fiction SPAG Focus areas	sub-headings, sentence of 3 for descript., topic specific lang.		Repetition, use of bullet points and diagrams, end section can range in content			
Poetry	Nonsense poetry The Listeners to perform	The magic of Poetry	Jack Frost in the Garden Focus - Rhyming	Michael Rosen Chocolate cake to perform	Monstrous notions	The Listeners to perform
Reading for Pleasure Class Novel	Stig of the Dump	The Firemakers Daughter	Son of the Circus – A Victorian Story	Street Child	The Ancient Egypt Sleepover	

8 – 9 yrs (Year 4)

Text Structure	Sentence Construction	Word Structure/ Language	Punctuation	Terminology
Consolidate Year 3 list **Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) **Plan opening using:** Description /action **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.	**Consolidate Year 3 list** **Introduce:** **Standard English for verb inflections instead of local spoken forms** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Secure use of simple / embellished simple sentences** **Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions.	**Consolidate Year 3 list** **Introduce:** **Prepositions** *at underneath since towards beneath beyond* **Conditionals** - *could, should, would* **Comparative** and **superlative** adjectives e.g. *small...smaller...smallest* *good...better...best* **Proper nouns**- refers to a particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference**	**Consolidate Year 3 list** **Introduce:** **Commas** to mark clauses and to mark off **fronted adverbials** **Full punctuation for direct speech:** Each new speaker on a new line Comma between direct speech and reporting clause e.g. *"It's late," gasped Cinderella!* **Apostrophes** to mark singular and **plural possession** (e.g. *the girl's name, the boys' boots)* as opposed to s to mark a plural	<u>Consolidate</u>: **Punctuation** • 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 **Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**

Non-Fiction **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **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 **Introduction** **Middle section(s)** **Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader ***Appropriate choice of pronoun or noun across sentences to aid cohesion***	**(See Connectives and Sentence Signposts doc.)** **Consolidate understanding** of **fronted adverbials** (see adverb starters, Year 3, plus ed-ing-ly below) **-'ed' clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.* **Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* *Hopping speedily towards the pool, the frog dived underneath the leaves.* **-'ly' phrases as starters** e.g. *Unfortunately, no chocolate biscuits remained.* **Drop in –'ing' clause** e.g. *Jane, laughing at the teacher, fell off her chair.* *The tornedo, sweeping across the city, destroyed the houses.* **Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.* **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*	**between plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)		**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 Alliteration Simile – 'as'/ 'like' Synonyms **Introduce:** • **Pronoun** • **Possessive pronoun** • **Adverbial** • **Fronted adverbial** • **Apostrophe – plural possession**

Talk for Writing Overview – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Lucas and the Alien Story type: Defeating the Monster Toolkit: Settings	The Great Kapok Tree Story type: Journey Toolkit: Description	The Creak (Jack) Story type: Suspense Toolkit: Description		The Door and The Dragon Story type: Portal Toolkit: Description	Beowolf Story type: Meeting tale Toolkit:
Fiction SPAG Focus areas			Elaborated starters with adverbials, stage directions in speech, revisit moving chunks for effect.		moving chunks around for effect, variety of sentence lengths, rhetorical questions, two types of speech.	

Non-fiction	How to survive an alien invasion Text type: Instructions Outcome: Children to write instructions for their own alien invasion Cross-curricular opportunity:	Non chron Text type: Explanation Outcome: Children to Cross-curricular opportunity:	Meet the Rhi-swano-zeb-tah Text type: Information Text Outcome: Travel leaflet Cross-curricular opportunity:	Text type: Newspaper report Outcome: Children to write a letter as an English evacuee Cross-curricular opportunity: The	Holiday to Greece Text type: Persuasion	Nelson Mandela Text type: Biography Outcome: Children to Cross-curricular opportunity:
Poetry		Sing on a star	The Quangle	Jabberwocky by Lewis Carroll Focus – Vocabulary		Kenning Poems - Dad by Andrew Fusek Peter
Reading for Pleasure Class Novel	Poems	Front Desk – Kelly Yang	Billy's Blitz	When Hitler Stole Pink Rabbit	Brightstorm	The Midnight Fox – Betsy Byars

9 – 10 yrs (Year 5)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
Consolidate Year 4 list **Introduce:** **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	**Consolidate Year 4 list** **Introduce:** **Relative clauses beginning with** *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*	**Consolidate Year 4 list** **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–)*	**Consolidate Year 4 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets/dashes/commas for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**	<u>**Consolidate**</u>**:** **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** **Adjective / noun / noun phrase**

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 loudly ….through the lonely streets ….at 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 **<u>Introduce:</u>** • **Relative clause/ pronoun** • **Modal verb** • **Parenthesis** • **Bracket- dash** • **Determiner** • **Cohesion** • **Ambiguity** • Metaphor • Personification • Onomatopoeia • Rhetorical question

Talk for Writing Overview – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Alien Landing Story type: Fantasy Toolkit: Outcome: Adventure story	Red Story type: Toolkit: Settings Outcome: Story focussing on setting descriptions	Treasure Story type: Adventure Toolkit: Suspense Outcome: Suspense story	The Gas Mask Story type: Portal / Finding Toolkit: Setting Outcome: Portal / Finding story Not completed 25	The Tibernica Story type: Defeating the monster Toolkit: Action Outcome: Defeating the monster story	Macbeth Story type: Wishing tale Toolkit: Dialogue Outcome: Wishing tale focussing on dialogue
Non-fiction	The Three Little Pigs Text type: News report Outcome: Children to write a news report	The Giant Ground Sloth Text type: Non-chronological report Outcome: Volcano non chron	Ice Matters Text type: Information text Outcome: Cross-curricular opportunity:	Blitz in Coventry Blitz Non chron Letter of thanks	The Gadgets Workbook Text type: Persuasion Outcome: Create a super gadget. Use it to explain and persuade	The Weird Sisters: Mischeif Makers or Harmless Truth Tellers Text type: Discussion Outcome:
Poetry	Poetic features This is me		Nature poems – The Lost World poetry unit	Narrative poetry based on Letters from the Lighthouse		Doors of possibility workbook
Reading for Pleasure Class Novel	The Impossible Creatures Katherine Rundell – Cerrie Burnell	Phoenix – S F Said CHANGE	Letters from the Lighthouse	CHANGE	The Arrival Shaun Ta The Mysteries of Harris Burdick Chris Van Allsburg	

10 - 11 yrs (Year 6)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
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,	**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 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**	**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*	**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*)	**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**