Great Doddington Primary School
Talk for Writing Whole School Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Fiction</u> Focus text: We're going on a bear hunt Story type: Traditional tale *Comments/ changes made and why:*	<u>Fiction</u> Focus text: We're going on a bear hunt Story type: recurring language (repetitive story) *Comments/ changes made and why:*	<u>Fiction</u> Focus text: We're going on a bear hunt Story type: recurring language (repetitive story) *Comments/ changes made and why:*	<u>Fiction</u> Focus text: Jack and the beanstalk: Traditional tale with alternative ending Story type: Traditional tale with alternative ending *Comments/ changes made and why:*	<u>Fiction</u> Focus text: The Manor House Story type: Story settings (suspense) *Comments/ changes made and why:*	<u>Fiction</u> Focus text: Series of Unfortunate Events. Story type: Classical story *Comments/ changes made and why:*	<u>Fiction</u> Focus text: The Abandoned Cottage Story type: Suspense story *Comments/ changes made and why:*
	<u>Non-Fiction</u> Focus text: Penguins Genre: Non Chronological Report *Comments/ changes made and why:*			<u>Non-Fiction</u> Focus text: The Great Kapok Tree. Genre: Persuasive letter *Comments/ changes made and why: Persuasive letter; why they shouldn't chop down the tree. Y4 have done explanation.*	<u>Non-Fiction</u> Focus text: Genre: Recount (diary entry) *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Series of Unfortunate Events. Genre: Explanation text *Comments/ changes made and why: Grappler Invention*	<u>Non-Fiction</u> Focus text: Should children wear school uniform? Genre: Information text and **discussion text (balanced argument)** *Comments/ changes made and why:*

Spring	Fiction Focus text: Story type: Traditional tale *Comments/ changes made and why:*	Fiction Focus text: Story type: Traditional tale *Comments/ changes made and why:*	Fiction Focus text: The Gingerbread Man Story type: Traditional tale *Comments/ changes made and why:*	Fiction Focus text: Story type: Adventure story *Comments/ changes made and why:*	Fiction Focus text: Story type: Journey story *Comments/ changes made and why:*	Fiction Focus text: Kensuke's Kingdon Story type: Quest story *Comments/ changes made and why:*	Fiction Focus text: Story type: Adventure story *Comments/ changes made and why:*
	Non-Fiction Focus text: Genre: N/A *Comments/ changes made and why:*	Non-Fiction Focus text: Genre: Instructions *Comments/ changes made and why:*	Non-Fiction Focus text: Hueys New Jumper Genre: Persuasion - Advert *Comments/ changes made and why:*	Non-Fiction Focus text: Genre: Information text (biography) *Comments/ changes made and why:*	Non-Fiction Focus text: Genre: Persuasion (letter) *Comments/ changes made and why:*	Non-Fiction Focus text: Kensuke's Kingdom Genre: Discussion text (balanced argument) *Comments/ changes made and why:*	Non-Fiction Focus text: Genre: Diary entry and persuasion (letter) *Comments/ changes made and why:*
Summer	Fiction Focus text: Story type: Traditional tale (familiar story)	Fiction Focus text: Story type: Own experience	Fiction Focus text: Story type: Wishing story	Fiction Focus text: Story type: Character change	Fiction Focus text: Story type: Story with a theme	Fiction Focus text: Story type: Mystery story, including flashbacks	Fiction Focus text: Story type: Revision of genres for a range of independent writes

	Comments/ changes made and why:	*Comments/ changes made and why:*	*Comments/ changes made and why:*	*Comments/ changes made and why:*	*Comments/ changes made and why:*	*Comments/ changes made and why:*	*Comments/ changes made and why:*
	<u>Non-Fiction</u> Focus text: Genre: Instructions *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Genre: Non-chronological report *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Genre: Recount (personal experience) *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Genre: Recount (newspaper report) *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Genre: Non-chronological report *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Genre: Persuasion (speech) *Comments/ changes made and why:*	<u>Non-Fiction</u> Focus text: Genre: Revision of genres for a range of independent writes *Comments/ changes made and why:*

<u>Ideas for 'short-burst' writes to revise previous learning and fill gaps</u>

- Instructions linked to experiences
- Recounts linked to experiences: diary entries, blogs etc.
- Poetry
- Letters
- Descriptions (character, setting etc.)
- Curriculum links
- Play scripts (years 3 and 4)

Reception	Autumn	Spring	Summer	Punctuation
Non-Fiction	**Focus text:** Children are able to write their own name and simple labels Introduce determiners my	**Focus text:** Children to be able to write their own name, names of others, lists and use connectives within labels Introduce determiners the / a my your an this that his her their some all Prepositions: up down in into out to onto **Simple Connectives:** *and*	**Focus text:** **Genre: Instructions** **Factual writing closely linked to a story** **Simple factual sentences based around a theme:** Names Labels Captions Lists Diagrams Instructions **Create compound sentences using connectives (coordinating conjunctions)** *and / but/ who/ until*	**Introduce:** Finger spaces Full stops Capital letters **Key terminology** **Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter Simile – 'like'
Fiction	**Focus text:** **Story type: Traditional tale (oracy)** **Whole class retelling of story -** Orally retell a story Understanding of beginning/ middle / end	**Focus text:** **Story type: Traditional tale (oracy - retell)** **Whole class retelling of story -**Orally retell a story **Introduce:** **Writing simple sentences – based around the story learnt** **Say a sentence, write and read it back to check it makes sense.** **Introduce children to adjectives** e.g. *old, little, big, small, quiet* **Adverbs** e.g. *luckily, unfortunately, fortunately* **Similes** – using 'like'	**Focus text:** **Story type: Traditional tale (familiar story)** Children to write a familiar 3-part story Repetition for rhythm: e.g. *He walked and he walked* **Repetition in description** e.g. *a lean cat, a mean cat* **Compound sentences using connectives (coordinating conjunctions)** *and / but* -'ly' **openers** *Luckily / Unfortunately,*	

			Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,…..happily ever after	
Year 1	**Autumn**	**Spring**	**Summer**	**Punctuation**
Fiction	**Focus text:** **Story type: Traditional tale** **<u>Understanding:</u>** Re-write a 3 part story with a focus on beginning /middle /end To be able to orally rehearse a sentence, compose/sequence sentences. Re-read what they have written. **<u>Introduce</u>:** **Simple Connectives** *and* *then* **Simple sentences** e.g. *I went to the park.* *The castle is haunted.* **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.* **Adjectives** to describe e.g. *The **old** house…* *The **huge** elephant…*	**Focus text:** **Story type: Predictable phrasing** **<u>Understanding:</u>** Rewrite a 3-part story focussed on either character(s) or setting description **<u>Introduce</u>:** **Simple Connectives:** *so* *but* **Embellished simple sentences using adjectives** e.g. *The giant had an enormous beard.* *Red squirrels enjoy eating delicious nuts.* **Repetition for description** e.g. *a lean cat, a mean cat* *a bright scale, a shiny scale* **Prepositions:** *inside outside towards* *across* *under* **Similes using as….as…** e.g. *as tall as a house* *as red as a radish*	**Focus text:** **Story type: Own experience** **<u>Understanding:</u>** Write a 5-part story: **Opening** *Once upon a time…* **Build-up** *One day…* **Problem / Dilemma** *Suddenly,../ Unfortunately,…* **Resolution** *Fortunately,…* **Ending** *Finally,….* **<u>Introduce</u>:** **Simple Connectives:** *or* *because* **-'ly' openers:** *Fortunately,…Unfortunately,*	**Consolidate FS list** Capital Letters: ***Capital letter for names*** ***Capital letter for the personal pronoun I*** Full stops Question marks Exclamation marks Speech bubble Bullet points Singular/ plural *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, taller, tallest)* *ing, ed, er, est* *How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)*

Non-fiction	**Focus text:** **Genre: Recount (diary entry)** **<u>Understanding:</u>** **Heading** **Middle section(s)** Simple factual sentences around a *theme* **<u>Introduce:</u>** **Types of sentences e.g** Statements Questions Exclamations	**Focus text:** **Genre: Instructions** **<u>Understanding:</u>** **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *theme* with bullet points for instructions **<u>Introduce:</u>** **Determiners** *the a my your an this that his her their some all lots of many more those these* **Precise, clear language to give information** e.g. *First, switch on the red button.* *Next, wait for the green light to flash...*	**Focus text:** **Genre: Non-chronological report** **<u>Understanding:</u>** **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *theme* with labelled diagrams **Ending** Concluding sentence **<u>Introduce:</u>** **Alliteration** e.g. *dangerous dragon* *slimy snake*	
Year 2	**Autumn**	**Spring**	**Summer**	**Punctuation**
Fiction	**Focus text:** **Story type: Traditional tale** **<u>Understanding:</u>** **Understanding 5 parts to a story with more complex vocabulary** Orally rehearse a 5 part story, become familiar with the 5 part structure. Write a familiar 5-part story concentrating on the **Introduction.**	**Focus text:** **Story type: Recurring language (repetitive story)** **<u>Understanding:</u>** **Understanding 5 parts to a story with more complex vocabulary** Orally rehearse a 5 part story, become familiar with the 5 part structure. Write a familiar 5-part story concentrating on the **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g. *To his amazement* **Resolution** e.g.	**Focus text:** **Story type: Wishing story** **<u>Understanding:</u>** **Understanding 5 parts to a story with more complex vocabulary** Orally rehearse a 5 part story, become familiar with the 5 part structure. Write a familiar 5-part story concentrating on the **Ending** e.g. *Luckily, Fortunately,* **Ending** should be a section rather than one final sentence e.g.	**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.

	A introduction should include detailed description of setting or characters **Plan opening around** character(s), setting, time of day and type of weather **Introduce:** **Vary openers** to sentences e.g. *In a land far away….* *One cold but bright morning…..* **Embellished simple sentences using:** **adjectives** e.g. *The boys peeped inside the dark cave.* **adverbs** e.g**.** *Tom ran quickly down the hill.*	*As soon as* **Introduce:** **Secure use of compound sentences (Coordination)** using connectives: *and/ or / but / so* (coordinating conjunctions) **Expanded noun phrases** e.g. ***l****ots 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.*	suggest how the main character is feeling in the final situation. **Introduce:** **Complex sentences (Subordination) using:** **Drop in a relative clause: who/which** e.g. 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.	*Fortunately,….Slow ly,….* **Speech bubbles** ***/*speech marks for direct speech *Implicitly understand how to change from indirect speech to direct speech*** ***Apostrophes to mark contracted forms in spelling*** e.g. *don't, can't* ***Apostrophes to mark singular possession*** e.g. *the cat's name* *Consolidate:* *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'* *Introduce:* *Apostrophe (contractions and singular possession)* **Commas** for description **'Speech marks'**
Non-fiction	**Focus text:** **Genre: Persuasion (advert)** **Understanding:** **Introduction:**	**Focus text:** **Genre: Non-chronological report** **Understanding:**	**Focus text:** **Genre: Recount (personal experience)**	

	Heading Hook to engage reader Factual statement / definition Opening question **<u>Introduce:</u>**	**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? **<u>Introduce:</u>** 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)* **Types of sentences:** Statements Questions Exclamations Commands	**<u>Understanding:</u>** Continued practise **<u>Introduce:</u>** **Expanded noun phrases** e.g. ***l****ots 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.*	**Suffix** **Verb / adverb** **Statement question exclamation Command** (Bossy verbs) **Tense (past, present,** future**) ie** not in bold **Adjective / noun Noun** **phrases** Generalisers ***Subordinating conjunctions***

Year 3	**Autumn**	**Spring**	**Summer**	**Punctuation**
Fiction	**Focus text: Jack and the Beanstalk** **Story type: Traditional tale with alternative ending** **<u>Understanding:</u>** **Paragraphs** to organise ideas into each story part or around a theme **<u>Introduce:</u>** **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.* **Adverbial phrases** used as a 'where', 'when' or 'how' starter ***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.* **Dialogue –powerful speech verb** e.g. *"Hello," she whispered.* **Use of determiners a or an according to whether next word begins with a vowel e.g. *a rock, an open box*** 	**Focus text:** **Story type: Adventure story** **<u>Understanding:</u>** **Plan opening around** character(s), setting, time of day and type of weather **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 **<u>Introduce:</u>** **Prepositional phrases to place the action:** on the mat, behind the tree, in the air **Prepositions** *Next to* *by the side of* *In front of* *during* *through* *throughout* *because of* **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,*	**Focus text:** **Story type: Character change story** **<u>Understanding:</u>** **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. **<u>Introduce:</u>** **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can…. **Develop complex sentences (Subordination)** with range of subordinating conjunctions. **-'ing' clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.*	**Consolidate year 2 list** **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)* **<u>Other vocabulary</u>** Tenses – past, present, future Synonyms Imperative Prefix ***Nouns formed from*** **prefixes e.g. *auto… super…ant*** **Word Families based on common words e.g. *teacher –teach, beauty – beautiful***

		red eyes and swim on the surface of the water. **Powerful verbs** e.g. *stare, tremble, slither*		
Non-fiction	**Focus text: The Great Kapok Tree** **Genre: Explanation letter** **<u>Understanding:</u>** **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 Bullet points for facts **<u>Introduce:</u>** **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Pattern of 3 for persuasion** e.g. *Visit, Swim, Enjoy!* **Boastful Language** e.g. *magnificent, unbelievable, exciting!*	**Focus text:** **Genre: Information text (biography)** **<u>Understanding:</u>** Flow diagram Lists of steps to be taken **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment **<u>Introduce:</u>** **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.* **Topic sentences to introduce non-fiction paragraphs** e.g. *Dragons are found across the world* **More specific/technical vocabulary to add detail** e.g.	**Focus text:** **Genre: Recount (Newspaper Report)** **<u>Understanding:</u>** **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.* **<u>Introduce:</u>**	

		A few dragons of this variety can breathe on any creature and turn to stone immediately. *Drops of rain pounded the corrugated, tin roof.*		
Year 4	**Autumn**	**Spring**	**Summer**	**Punctuation**
Fiction	**Focus text: The Manor House** **Story type: Story settings** **<u>Understanding:</u>** **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution** **Ending** **Plan opening using:** Description /action **<u>Introduce:</u>** **Paragraphs:** to organise each part of story to indicate a change in place or jump in time **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**	**Focus text:** **Story type: Journey story** **<u>Understanding:</u>** **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution** **Ending** Build in suspense writing to introduce the dilemma **Paragraphs:** to organise each part of story to indicate a change in place or jump in time **<u>Introduce:</u>** **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.*	**Focus text:** **Story type: Story with a theme** **<u>Understanding:</u>** **Plan opening using:** Description /action **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. **Paragraphs:** to organise each part of story to indicate a change in place or jump in time **<u>Introduce:</u>** **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions.	**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**

		Secure use of compound sentences (Coordination) using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*	**(See Connectives and Sentence Signposts doc.)** **-'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.* **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.* **Dialogue** - verb + adverb - *"Hello," she whispered, shyly.*	• **'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** **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 Coordinating conjunction Subordinating conjunction** **Alliteration** **Simile – 'as'/ 'like' Synonyms** **Introduce:** • **Pronoun** • **Possessive pronoun** • **Adverbial** • **Fronted adverbial** • **Apostrophe – plural possession**
Non-fiction	**Focus text:** **Genre: Recount (diary entry)** **Understanding:** **Secure use of planning tools:**	**Focus text:** **Genre: Persuasive letter** **Understanding:**	**Focus text:** **Genre: Non-chronological report**	

	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*** **<u>Introduce:</u>**	**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*** **<u>Introduce:</u>** **Repetition to persuade** e.g. *Find us to find the fun* *Appropriate choice of* ***pronoun*** *or* ***noun*** *within a* ***sentence*** *to avoid ambiguity and repetition*	**<u>Understanding:</u>** **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** **<u>Introduce:</u>** ***Appropriate choice of pronoun or noun across sentences to aid cohesion***	
Year 5	**Autumn**	**Spring**	**Summer**	**Punctuation**
Fiction	**Focus text:** **Story type: Classical story** **<u>Understanding:</u>** **Plan opening using:** Description /action/dialogue **Use 5 part story structure** **Introduction –**should include action / description -character or setting /	**Focus text:** **Story type: Quest story** **<u>Understanding:</u>** **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs. **<u>Introduce:</u>**	**Focus text:** **Story type: Mystery story, with flashbacks** **<u>Understanding:</u>** **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 /	**Consolidate year 4 list** **Rhetorical question** **Dashes** **Brackets/dashes/commas for parenthesis** **Colons** **Use of commas to clarify**

	dialogue **Build-up –**develop suspense techniques **Problem / Dilemma** **Resolution –** clear links with dilemma **Ending –**character could reflect on events, any changes or lessons, look forward to the future or ask a question. **<u>Introduce:</u>** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun. **Secure use of simple / embellished simple sentences**	**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.* **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* **Metaphor** **Personification** **Onomatopoeia**	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 forward to the future or ask a question. **<u>Introduce:</u>** **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the 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.* **Empty words** e.g. *someone, somewhere was out to get him* Developed use of **technical language**	**meaning or avoid ambiguity** **<u>Other Vocabulary</u>** Alliteration Simile – 'as'/ 'like' Synonyms Modal verb Apostrophe contraction/ possession Direct speech Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. *–ate; –ise; –ify)* **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)*
Non-fiction ***Independent planning*** *across all genres and application*	**Focus text:** **Genre: Explanation text** **<u>Understanding:</u>** **Structure:** Introduction / Middle / Ending	**Focus text:** **Genre: Discussion text (balanced argument)** **<u>Understanding:</u>** Link ideas within and across	**Focus text:** **Genre: Persuasion (speech)** **<u>Understanding:</u>** Use rhetorical questions to draw reader in	

Secure use of range of layouts suitable to text.	**Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear **<u>Introduce:</u>** **Secure use of compound Sentences**	paragraphs using a full range of connectives and signposts Express own opinions clearly **<u>Introduce:</u>** **Develop complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions	Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader **<u>Introduce:</u>** **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)***	
Year 6	**Autumn**	**Spring**	**Summer**	**Punctuation**
Fiction	**Focus text: 'The Abandoned Cottage'** **Story type: Suspense** **<u>Understanding:</u>** **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers Maintain plot consistently working from plan **<u>Introduce:</u>**	**Focus text:** **Story type: Adventure** **<u>Understanding:</u>** **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers Start story at any point of the 5 part structure Maintain plot consistently working from plan Secure development of Characterisation **<u>Introduce:</u>**	**Focus text:** **Story type: A range previously covered** **<u>Understanding:</u>** **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, time slips Maintain plot consistently working from plan Secure development of Characterisation **<u>Introduce:</u>**	**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*)
Non-fiction	**Focus text: a) The Cloud Goblin b) Should children wear school uniform?** **Genre: a) Information text b) Balanced discussion**	**Focus text: a) Rose Blanche b) Hotel From Heaven** **Genre: a) Diary entry b) Letter of complaint**	**Focus text:** **Genre: A range previously covered**	

	<u>Understanding:</u> **Secure** planning across nonfiction genres and application **Paragraphs -**Secure use of linking ideas within and across paragraphs Use a variety of text layouts appropriate to purpose Express balanced coverage of a Topic Use appropriate formal and informal styles of writing Linking ideas across paragraphs using a wide range of **cohesive devices**: grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence) Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text **<u>Introduce:</u>** **Secure use of simple / embellished simple sentences** **Secure use of compound Sentences** **Active and passive verbs to create effect and to affect presentation of information** e.g.	**<u>Understanding:</u>** **Secure** planning across nonfiction genres and application Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions Use different techniques to conclude texts Use appropriate formal and informal styles of writing 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)* 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** **<u>Introduce:</u>** **Secure use of complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions:	**<u>Understanding:</u>** **Secure** planning across nonfiction genres and application Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader **<u>Introduce:</u>** Recap all areas	

	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.* 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*) Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors 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*)	**Developed use of rhetorical questions for persuasion** The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*.		