

Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
<p>Introduce: Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message</p>	<p>Introduce: Simple sentences Use Alan Peat – Sentence Construction grids</p> <p>Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i></p> <p>Adverbs e.g. <i>luckily, unfortunately, fortunately</i></p> <p>Similes – using ‘like’</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>

Imitation

- Children will imitate 6 fiction and 6 non – fiction texts. These will be taught using the agreed ‘storytelling’ (key connective) actions. The non – fiction texts will be based on experiences that the children have through their topic work e.g. recount, instructions. Internalising the language of stories is the key skill to develop in Foundation stage.

Innovation

- The teacher will share and model writing to help children to develop writing skills. Children need to see writing modelled on a flip chart and to share in the writing process. Innovations of stories will be developed through shared writing e.g. *The three little kittens (based on the three little pigs)*
- Writing opportunities will be available to Foundation stage children through focused group work and also play activities.

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Fiction:</p> <p>Planning Tools: Story map / story mountain (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,../ Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p> <p>Non-fiction: (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Planning tools: text map / washing line</p>	<p>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p> <p>Simple Connectives: <i>and</i> <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i> <i>while</i> <i>when</i> <i>where</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i></p> <p>-‘ly’ openers <i>Fortunately,...</i><i>Unfortunately, Sadly,...</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Alan Peat 2A sentences</p> <p>Compound sentences using connectives (coordinating conjunctions) Alan Peat – BOYS sentences <i>The children played on the swings and slid down the slide.</i></p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p><i>Regular plural noun suffixes –s or –es</i> (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to</p>	<p>Consolidate Reception list</p> <p>Introduce: Capital Letters: Capital letter for names</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate:</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p> <p>Introduce:</p> <p>Punctuation</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verbs</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>

<p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p><i>Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' (relative clause) e.g. <i>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.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat a green dragon, a fiery dragon</i></p>	<p>verbs (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		
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Imitation

- Children in year one will learn 6 fiction and 6 non – fiction texts each year. Fiction texts will be taught using a story map, non – fiction texts to be taught using Sue Palmer writing skeletons. Both text types will be taught using the agreed 'storytelling' (key connective) actions.

Innovation

- Texts will be developed further by the children in the innovation stage. This will first happen through the changing of a character, then by changing part of the plot. Towards the end of year one, children will experiment with adding additional descriptive language to the text. E.g. the big, bad, nasty wolf blew the fragile straw house down. As in Foundation stage shared writing modelled is a key feature here.

Year 1

Year 2

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Consolidate Year 1 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-ly' starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences Alan Peat – All the Ws</p> <p>Embellished simple sentences using: adjectives <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i> Alan Peat – Emotion word, comma sentences Alan Peat – 3_ed sentences</p> <p>Secure use of compound sentences (Coordination) using connectives: Alan Peat BOYS sentences (coordinating conjunctions)</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... Alan Peat – Simile sentences e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun Alan Peat – 2A sentences e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Alan Peat – Double ly endings</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p>	<p>Consolidate Year 1 list Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list Alan Peat – 3_ed sentences Alan Peat – List sentences Comma after –ly opener e.g. <i>Fortunately,....Slowly,...</i> .</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p>Introduce:</p> <p>Apostrophe (contractions and singular possession)</p> <p>Commas for description</p> <p>'Speech marks'</p>

<p>Introduce: Secure use of planning tools: Text map / washing line / 'Boxing –up' grid Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams</p> <p>Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p> <p>The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly tusks and large ears.</i></p>	<p>Generalisers for information, Weasel Words e.g. Most dogs.... Some cats....</p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>(A fuller list of suffixes can be found in the spelling appendix.)</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Suffix</p> <p>Verb / adverb</p> <p>Statement question exclamation Command (Bossy verbs)</p> <p>Tense (past, present, future) ie not in bold</p> <p>Adjective / noun</p> <p>Noun phrases (expanded noun phrases e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>Generalisers (Weasel words)</p> <p>Ellipsis (Alan Peat The 'something is missing' mark)</p>
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Imitation

- Children in year two will learn 3 fiction and 3 non – fiction texts each year. Fiction texts will be taught using a story map, non – fiction texts to be taught using a text web. Both text types will be taught using the agreed 'storytelling' (key connective) actions.

Innovation

- Texts will be developed further by the children in the innovation stage. This will first happen through the changing of a character, then by changing part of the plot. Towards the end of Key Stage 1 children will experiment with adding additional descriptive language to the text. E.g. *the big, bad, nasty wolf blew the fragile straw house down.* As in Foundation stage shared writing modelled is a key feature here

Invention

- Children will create their own text in the structure taught. This will be in response to a stimulus given to them. (e.g. children to be given a character, object and problem to use to make their own story, or an experience to respond to for a non – fiction text).

Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p>Consolidate Year 2 list Introduce:</p> <p>Fiction Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: e.g. Text map, washing line, ‘Boxing –up’ grid, story grids</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i> Alan Peat – Short sentences</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i></p> <p>Compound sentences (Coordination) using connectives: Alan Peat - BOYS sentences (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>(See Connectives and Sentence Signposts doc.) -‘ing’ clauses as starters e.g. Alan Peat – Emotion word, comma sentences</p>	<p>Consolidate Year 2 list Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during</i> <i>through throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p>	<p>Consolidate Year 2 list Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on (Alan Peat The ‘something is missing’ mark)</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description Alan Peat List sentences 3_ed sentences 2 pairs sentences <p>Singular/ plural Suffix</p> <p>Adjective / noun / Noun phrases Verb / adverb</p> <p>Bossy verbs Tense (past, present, future)</p>

<p>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. I 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.</p>	<p>Alan Peat – Verb, person sentences Alan Peat - _ing, _ed sentences <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p><u>Dialogue –powerful speech verb</u> e.g. <i>“Hello,” she whispered.</i></p>	<p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners (a or an) according to whether next word begins with a vowel e.g. a rock, an open box</p>		<p>Connective Generalisers (Weasel Words)</p> <p>Alliteration Simile – ‘as’/ ‘like’</p> <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • <u>Determiner</u> • <u>Synonyms</u> • <u>Relative clause</u> • <u>Relative pronoun</u> • <u>Imperative</u> • Colon for instructions
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Imitation

- *Children will learn 3 fiction and 3 non –fiction texts each year using the agreed ‘storytelling’ (key connective) actions.*
- *Language from the year group above or below may be used according to the class teacher’s judgement.*
- *In Year 3 children will continue to imitate stories using a story map to do so. The story map will also be used to plan.*
- *At the teacher’s discretion they will progress to using a story mountain to learn and plan the writing for their story.*
- *All non - fiction texts will be learned, planned and written using a Sue Palmer Skeleton.*

Innovation

- *When innovating children will use a boxing-up grid to show the changes that they will make or any additions they are putting in the story. (e.g. the 3 pigs could be changed to 3 other characters, the straw house could be made from marshmallows)*
- *Additions may include extra detail in the form of adverbs or adjectives, new dialogue.*

- *Children may also make alterations to the setting or a character's personality.*

Invention

- *When inventing their own texts children will respond to a stimulus provided to them. Planning will take the form of a story mountain, progressing to a story mountain as they become confident in fiction texts or a planning skeleton for non – fiction texts. (e.g. children to be given a character, object and problem to use to make their own story, or an experience to respond to for a non – fiction text).*

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<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">Introduction</td> <td style="width: 20%;"></td> <td style="width: 20%;">Build-</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> <tr> <td>up</td> <td></td> <td></td> <td>Problem /</td> <td></td> </tr> <tr> <td>Dilemma</td> <td>Resolution</td> <td></td> <td>Ending</td> <td></td> </tr> </table> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Secure use of planning tools: Text</p>	Introduction		Build-			up			Problem /		Dilemma	Resolution		Ending		<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Alan Peat – Simile sentences Alan Peat – Personification of Weather sentence</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p>Alan Peat 2A sentences Alan Peat PC sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. Alan Peat – Ad, same ad sentence (See Connectives and Sentence Signposts doc.)</p> <p>-‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smalles t good...better...best</i></p> <p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>The grammatical difference between plural and possessive – s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials Alan Peat - If, If, Then sentences</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>) as opposed to s to mark a plural</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Statement question exclamation Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition</p>
Introduction		Build-																	
up			Problem /																
Dilemma	Resolution		Ending																

<p>map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</p>	<p><i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Alan Peat – Emotion word, comma sentences</p> <p>Alan Peat – Verb, person sentences</p> <p>Alan Peat - _ing, _ed sentences</p> <p>Expanded -'ing' clauses as starters e.g.</p> <p><i>Grinning menacingly, he slipped the treasure into his rucksack.</i></p> <p><i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>Drop in –'ing' clause e.g.</p> <p><i>Jane, laughing at the teacher, fell off her chair.</i></p> <p><i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Alan Peat - _ing, _ed sentences</p> <p>Alan Peat – Noun – which, who, where sentence</p> <p>Sentence of 3 for action e.g.</p> <p><i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p> <p><i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g.</p> <p><i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></p> <p><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>			<p>Determiner/ generaliser</p> <p>Clause</p> <p>Subordinate clause</p> <p>Relative clause</p> <p>Relative pronoun</p> <p>Alliteration</p> <p>Simile – 'as'/ 'like'</p> <p>Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession
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Imitation

- Children will learn 3 fiction and 3 non – fiction texts each year using the agreed 'storytelling' (key connective) actions.
- Language from the year group above or below may be used according to the class teacher's judgement.
- In Year 4 children will continue to imitate stories using a story map to do so. The story map will also be used to plan.
- At the teacher's discretion they will progress to using a story mountain to learn and plan the writing for their story.
- All non - fiction texts will be learned, planned and written using a Sue Palmer Skeleton.

Innovation

- *When innovating children will use a boxing-up grid to show the changes that they will make or any additions they are putting in the story. (e.g. the 3 pigs could be changed to 3 other characters, the straw house could be made from marshmallows)*
- *Additions may include extra detail in the form of adverbs or adjectives, new dialogue.*
- *Children may also make alterations to the setting or a character's personality.*

Invention

- *When inventing their own texts children will respond to a stimulus provided to them. Planning will take the form of a story mountain, progressing to a story mountain as they become confident in fiction texts or a planning skeleton for non – fiction texts. (e.g. children to be given a character, object and problem to use to make their own story, or an experience to respond to for a non – fiction text).*

Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 4 list</p> <p>Introduce: Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p>Plan opening using: Description /action/dialogue</p> <p>Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description -character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)</p> <p>Introduce: Independent planning across all genres and application</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Expanded –ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i> Alan Peat- The more, the more sentences</p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor</p> <p>Personification Alan Peat – Personification of Weather sentence</p> <p>Onomatopoeia</p> <p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>–ate; –ise; –ify</i>)</p> <p>Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis Alan Peat O.(I) (Outside/Inside) sentence.</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action • Colon – instructions • Parenthesis / bracket / dash Alan Peat O.(I) (Outside/Inside) sentence. <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel</p> <p>Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Conjunction / Connective Preposition Determiner/ generaliser Pronoun – relative/ possessive</p>

<p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><i>seen.</i> Alan Peat – Noun – which, who, where sentence Alan Peat – 2 pairs sentence</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Alan Peat – 3 bad – dash question? sentence</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudlythrough the lonely streetsat midnight</i></p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. <i>“Stop!” he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>			<p>Clause Subordinate/ relative clause Adverbial Fronted adverbial</p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p>Introduce:</p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question
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Imitation

- Children will analyse and learn the structure of 3 fiction and 3 non - fiction texts and use this to create a toolkit for their texts.
- Language from the year group above or below may be used according to the class teacher’s judgement. Genre specific vocabulary will also be covered.
- In Class 5 children will look at the structure of a text that is on a story mountain for fiction texts or as a writing skeleton for non – fiction texts.
- Children will look at these structures using a boxed up text for fiction, or through a writing skeleton for non – fiction.

Innovation

- When innovating children will use a boxing-up grid to show the changes that they will make or any additions they are putting in the story.
- When innovating a text, pupils may add a character, dialogue, or an event to the story.
- When innovating a non – fiction piece children will add another step to an instruction, an additional paragraph of information to a report etc.
- They may also alter the plot, setting, a character’s nature, or the character’s role in the story (e.g. the big bad wolf helped the 3 three pigs make their houses stronger than they were before).
In addition to this children may recycle the plot and present it in a different text form. (e.g. the story could be written as a newspaper report).

Invention

- Children will create their own texts in response to a stimulus. These texts will be boxed up for fiction, or as a writing skeleton for non – fiction. (e.g. children to be given a character, object and problem to use to make their own story, or an experience to respond to for a non – fiction text).

Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p>Consolidate Year 5 list</p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p>Paragraphs -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions</p> <p>Alan Peat – Irony sentences</p> <p>Express balanced coverage of a topic</p>	<p>Consolidate Year 5 list</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: (See Connectives and Sentence Signposts doc.)</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g. Active: <i>Tom accidentally dropped the glass.</i> Passive: <i>The glass was accidentally dropped by Tom.</i> Active: <i>The class heated the water.</i> Passive: <i>The water was heated.</i></p> <p>Developed use of rhetorical questions for persuasion Alan Peat – Many questions sentence</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p>	<p>Consolidate Year 5 list</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said versus reported, alleged, or claimed in formal speech or writing</i>)</p> <p>How words are related as synonyms and antonyms e.g. <i>big/ large / little</i></p>	<p>Consolidate Year 5 list</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use of colon to introduce a list and semi-colons within lists. Alan Peat – De:De sentences Alan Peat – Some; others sentences Alan Peat – Imagine 3 examples sentences</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> • Letter/ Word • Sentence • Statement question exclamation Command • Full stops/ Capitals • Question mark • Exclamation mark • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 – description, action, views/opinions, facts • Colon – instructions • Parenthesis • Bracket- dash <p>Singular/ plural Suffix/ Prefix Word family Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) modal verb Conjunction / Connective Preposition</p>

<p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you</i>.</p>			<p>Determiner/ generaliser Pronoun – relative/ possessive Clause Subordinate / relative clause Adverbial Fronted adverbial Rhetorical question Cohesion Ambiguity Alliteration Simile – ‘as’/ ‘like’ Synonyms Metaphor Personification Onomatopoeia <u>Introduce:</u></p> <ul style="list-style-type: none"> • Active and passive voice • Subject and object • Hyphen • Synonym, antonym • Colon/ semi-colon • Bullet points • Ellipsis
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Imitation

- Children will analyse and learn the structure of 3 fiction and 3 non - fiction texts and use this to create a toolkit for their texts.
- Language from the year group above or below may be used according to the class teacher’s judgement. Genre specific vocabulary will also be covered.
- In Year six children will look at the structure of a text that is on a story mountain for fiction texts or as a writing skeleton for non – fiction texts.
- Children will look at these structures using a boxed up text for fiction, or through a writing skeleton for non – fiction.

Innovation

- When innovating children will use a boxing-up grid to show the changes that they will make or any additions they are putting in the story.
- When innovating a text, pupils may add a character, dialogue, or an event to the story.
- When innovating a non – fiction piece children will add another step to an instruction, an additional paragraph of information to a report etc.
- They may also alter the plot, setting, a character’s nature, or the character’s role in the story (e.g. the big bad wolf helped the 3 three pigs make their houses stronger than they were before). In addition to this children may recycle the plot and present it in a different text form. (e.g. the story could be written as a newspaper report).

Invention

- Children will create their own texts in response to a stimulus. These texts will be boxed up for fiction, or as a writing skeleton for non – fiction. (e.g. children to be given a character, object and problem to use to make their own story, or an experience to respond to for a non – fiction text).

This Progression in Writing document specifies key language features to be taught at each stage. It builds up key language for writing year on year and is essential to ensure that children's writing language develops. Talk for Writing links with the new English Curriculum which states that composition in writing is competence in 'articulating ideas and structuring ideas in speech and writing.'

It also states that pupils should, 'be taught to plan, revise and evaluate their writing' and that 'effective composition involves forming, articulating and communicating ideas and organising them coherently for the reader'. (*English National Curriculum September 2013 p5.*)

The Talk for Writing approach equips children with the essential skills needed for this.

Independent writing

Children will be given regular opportunities to write independently during a unit of work as independent writing is crucial for assessment and building a picture of a child's overall ability in writing.

Cross curricular writing

Children will also be provided with opportunities to write linked to other curriculum areas. Topic work links will provide inspiration for developing writing e.g. historic stories linked to Roman topic, newspaper reports, instruction and report writing in science. It is essential that children can successfully transfer skills learnt in literacy sessions. Writing produced in cross curricular sessions should be of the same standard as writing from focused literacy sessions.

Teaching of Grammar

The teaching of grammar is linked into the main text type, teaching grammar relevant to the focus genre. Grammar may be taught as a discrete lesson within a unit during Literacy, or within guided reading times, or as a short focused session.

Teachers should use The new curriculum for English to give detailed guidance on what needs to be taught at each stage. The glossary found within the appendix is particularly useful to cover terminology.

It is the class teacher's responsibility to ensure that all teaching assistants are familiar with and promote similar approaches to writing with any children they are assisting.

Text Genre

In order to provide a balanced coverage of text genre, we will continue to follow the key text types identified on the genre tracker.

Visual Literacy

Talk for writing is an oral based approach to internalising language structure. However the use of visual literacy through film is powerful in helping children internalise story structure or focus on an aspect e.g. setting, character. Film will be used as a tool to develop language for writing. In addition examples of effective writing from reading will help children develop their writing language and children can 'magpie' ideas from these texts to use and adapt in their own writing.

Planning

The three key components of teaching fiction through Talk For Writing across the curriculum are:

IMITATION - using a strong shared text as a model from which children internalise the key language features

INNOVATION –using the structure and language patterns of the model text for shared planning and writing in a new, but closely related, context,

INDEPENDENT APPLICATION – children independently writing that text type in literacy lessons and across the curriculum

The four key components of teaching non-fiction through Talk For Writing across the curriculum are:

SECURING SUBJECT MATTER – ensuring children become experts and enthusiasts in the topic

IMITATION - using a strong shared text as a model from which children internalise the key language features

INNOVATION –using the structure and language patterns of the model text for shared planning and writing in a new, but closely related, context,

INDEPENDENT APPLICATION – children independently writing that text type in literacy lessons and across the curriculum.

Whilst the predominant page for planning is the appropriate year group, it must be recognised that teachers will need to look back at the previous year's requirements and also look ahead at the following year's requirements. Where an Alan Peat sentence type has been introduced to a particular year group, teachers must ensure that these are consolidated and used regularly in pupil's writing in successive years.