

Overdale Community Primary School Talk for Writing Progression Map



Early Years Foundation Stage (EYFS)

Genres and opportunities	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>Introduce: Simple sentences</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></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>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – ‘like’

	<p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <p>Names Labels Captions Lists Diagrams Message</p>	<p>-‘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>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>		
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Genres and opportunities	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Consolidate Reception list</p> <p>Sequence sentences to form short narratives</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>Consolidate Reception list</p> <p><u>Pupils should be taught to write sentences by:</u> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>Separation of words with spaces</p> <p>Introduce:</p> <p>Types of sentences: Statements Questions Exclamations</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: <i>inside outside towards across under</i></p> <p>Determiners: <i>the a my you're 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></p> <p>The huge elephant...</p> <p>Alliteration e.g. <i>dangerous dragon slimy snake</i></p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Capital Letters:</p> <p><i>Capital letter for names</i></p> <p><i>Capital letter for the personal pronoun I</i></p> <p>Full stops Question marks Exclamation marks Speech bubble Bullet points</p>	<p>Consolidate:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – ‘like’ <p>Introduce:</p> <ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark • Speech bubble • Bullet points • Singular/ plural • Adjective • Verbs • Connective • Alliteration • Simile – ‘as’

				Spelling	Handwriting
Build up One day Problem/ Dilemma Suddenly.../Unfortunately	Simple Connectives: and or but so because	Similes using as... <i>e.g. as tall as a house as red as a radish</i>		Words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: (in order) using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes:using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–using –ing, –ed, –er est] The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /./ sound spelt n	Pupils should be taught to: Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.
Resolution Fortunately	so that then that while when where	Precise, clear language to give information <i>e.g. First, switch on the red button. Next, wait for the green light to flash...</i>			
Ending Finally	Also as openers: While... When... Where... - 'ly' openers Fortunately,...Unfortunately, Sadly,...	Regular plural noun suffixes –s or –es <i>(e.g. dog, dogs; wish, wishes)</i>			
Non-fiction (Refer to Connectives and Sentence Signposts document for Introduction and Endings)	Simple sentences <i>e.g. I went to the park. The castle is haunted. Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts</i>	Suffixes that can be added to verbs <i>(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)</i>			
Planning posts: Text map/ washing line	Compound sentences using connectives (coordinating conjunctions) and/or/ but/so e.g.	<i>(e.g. dog, dogs;</i>			
Heading					
Introduction Opening factual statement					
Middle section (s) Simple factual sentences around them					

With grateful thanks to Pie Corbett for original document.

Writing curriculum extracts Genres T4W

<p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p><i>The children played on the swings and slid down the slide.</i></p> <p><i>Spiders can be small or they can be large.</i></p> <p><i>Charlie hid but Sally found him.</i></p> <p><i>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><i>wish, wishes)</i></p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- <i>changes the meaning of verbs and adjectives</i> (negation, e.g. <i>unkind, or undoing, e.g. untie the boat</i>)</p>	<p>before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Words ending .y (/i:/ or /.i)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>Common exception words</p> <p>Plus vowels digraphs and trigraphs</p>	
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Year 2

Genres and opportunities (Reading into Writing)	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><i>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</i></p> <p><i>writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</i></p>	<p>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)</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><i>make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</i></p> <p><i>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i></p> <p><i>proof-reading to check for errors in spelling, grammar and punctuation</i></p> <p><i>[for example, ends of sentences punctuated correctly]</i></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 slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages ...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman... Squirrels</i></p>	<p>Consolidate Year 1 list Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list</p> <p>Comma after -ly opener e.g. <i>Fortunately,...Slowly,...</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i></p> <p>Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Consolidate:</p> <ul style="list-style-type: none"> • Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubbles • Bullet points • Singular/plural • Adjective • Verb • Connective • Alliteration • Simile – 'as'/'like'

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Writing curriculum extracts Genres T 4 W

<p><i>consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</i></p> <p><i>Read aloud what they have written with appropriate intonation to make the meaning clear.</i></p>	<p>Opening e.g. <i>In a land far away.... One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately,</i> 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) Introduce: Secure use of planning tools:</p>	<p>Consolidate Year 1 list Introduce: (See Connectives and Sentence Signposts doc.)</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: Adjectives e.g. <i>The boys peeped inside the dark cave.</i> Adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) Complex</p>	<p><i>have long, bushy tails.</i> Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for information e.g. <i>Lift the pot carefully onto the tray. The river quickly flooded the town.</i> Generalisers for information, e.g. <i>Most dogs.... Some cats....</i> Formation of nouns using suffixes such as <i>-ness, -er</i> Formation of adjectives using suffixes such as <i>-ful, -less</i></p>	<p>Spelling</p> <p><i>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i></p> <p><i>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</i></p> <p><i>Learning to spell common exception words</i></p> <p><i>Learning to spell more words with contracted forms</i></p> <p><i>Learning the possessive apostrophe (singular) [for example, the girl’s book]</i></p>	<p>Introduce:</p> <ul style="list-style-type: none"> • Apostrophe (contractions and singular possession) • 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
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	<p>Text map / washing line / 'Boxing -up' grid</p> <p>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</p> <p>Extra tips! / Did-you-know? Facts / True or false?</p>	<p>sentences (Subordination) using:</p> <p>Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried.</p> <p>The Vikings, who came from Scandinavia, invaded Scotland.</p> <p>The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/because/then/so that/if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short</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>Distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p><i>The /do/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</i></p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /l/ or /əl/ sound spelt -le at the end of words</p> <p>The /l/ or /əl/ sound spelt -el at the end of words</p> <p>The /l/ or /əl/ sound spelt</p>	<p>Handwriting</p> <p>Pupils should be taught to:</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>
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	<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>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</p> <p>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>-al at the end of words</p> <p>Words ending -il The /aɪ/ sound spelt -y at the end of words Adding -es to nouns and verbs ending in -y Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter The /ɔ:/ sound spelt a before l and ll The /ʌ./ sound spelt o The /i:/sound spelt -ey The /ɒ./sound spelt a after w and qu The /ɜ:/sound spelt or after w The /ɔ:/sound spelt ar after w The /ɜ:/sound spelt s</p>	
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Year 3

Genres and opportunities (Reading into Writing)	Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology (See appendix for teacher terminology and definitions)
<p><i>Pupils should be taught to: plan their writing by:</i></p> <p><i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i></p> <p><i>discussing and recording ideas draft and write by:</i></p> <p><i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</i></p>	<p>Consolidate Year 2 list</p> <p>Sentence Signposts</p> <p>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>Paragraphs to organise ideas around a theme</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....?</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Vary long and short sentences:</p> <p>Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverbial phrases used as a 'where', 'when' or 'how' EXT-as fronted adverbials <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the</i></p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Present perfect form of verbs in contrast to the past tense.</p> <p>Prepositions <i>Next to by the side of In front of during through throughout because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>More specific / technical vocabulary to add detail e.g.</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Spelling</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /I/ sound spelt y</p>	<p>Consolidate:</p> <ul style="list-style-type: none"> • 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)

With grateful thanks to Pie Corbett for original document.

<p><i>sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors Read aloud their own writing, to a group or</i></p>	<p>How....? Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs 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:</p>	<p><i>eye, is the retina?</i> <i>In a strange way, he looked at me.</i></p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences Expressing time, place and cause Using</p> <p>Conjunctions (Subordination) with range of subordinating conjunctions (including when if because and so)</p> <p>-‘ing’ clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</p>	<p><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. auto... super...anti... during through throughout because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can</p>	<p>elsewhere than at the end of words</p> <p>The /N/ sound spelt ou</p> <p>More prefixes The suffix –ly</p> <p>Words with the /e./ sound spelt ei, eigh, or ey</p> <p>Words with the /j/sound spelt ch (mostly French in origin)</p>	<p>only)</p> <ul style="list-style-type: none"> • Commas for sentence of 3 - description • Singular/ plural • Suffix • Adjective / noun / Noun phrases Verb / adverb • Bossy verbs • Tense (past, present, future) • Connective • Generalisers • Alliteration • Simile – ‘as’/ • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe
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<p><i>the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p>	<p>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</p> <p>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 Lists of steps to be taken Bullet points for facts Flow diagram</p>	<p>Begin to drop in a relative clause using: who/whom/which/ whose/ that e.g. <i>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.</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></p> <p><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><i>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>Word Families based on common words e.g. <i>teacher – teach, beauty –beautiful</i></p> <p>Proper nouns- refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p>		<p>(contractions only)</p> <ul style="list-style-type: none"> • Commas for sentence of 3 - description • Singular/ plural • Suffix • Adjective / noun / Noun phrases Verb / adverb • Bossy verbs • Tense (past, present, future) • Connective • Generalisers • Alliteration • Simile – ‘as’/ <p>Introduce: (Children)</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas
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	<p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i></p> <p>Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</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><i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>		<ul style="list-style-type: none"> • Prefix • Consonant/Vowel • Clause • Subordinate clause • Colon for instructions
Handwriting					
<p><i>Pupils should be taught to:</i></p> <p><i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></p> <p><i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring</i></p>					

					that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
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Genres and opportunities	Text Structure	Sentence Construction <i>Consolidate Year 3 list</i>	Word Structure/ Language	Punctuation	Terminology (See appendix for teacher terminology and definitions)
<p><i>Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</i></p> <p><i>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p>	<p>Introduce: Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly E.g. <i>It was midnight. It's great fun.</i></p> <p>Start with a simile E.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Condition als - <i>could, should, would</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>Comparative and superlative adjectives e.g. <i>small...small</i></p>	<p>Consolidate Year 3 list</p> <p>Introduce: Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to</p>	<p>Consolidate:</p> <ul style="list-style-type: none"> • 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,

<p><i>Organising paragraphs around a theme in narratives, creating settings, characters and plot</i></p> <p><i>In non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by:</i></p> <p><i>Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></p> <p><i>Proof-read for spelling and punctuation errors</i></p>	<p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story</p> <p>Introduction</p> <p>Build-up</p> <p>Problem / Dilemma</p> <p>Resolution</p> <p>Ending</p> <p>Clear distinction between resolution and ending.</p> <p>Ending should include reflection on events or the characters.</p> <p>Non-Fiction (Refer to Connectives and Sentence Signposts document for</p>	<p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Fronted Adverbials: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave... Amazingly, small insects can...</i></p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>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</i></p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of</p>	<p><i>er...smallest good...better ...best</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><i>Nouns Phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</i></p> <p>Use of determiner <i>s a</i></p>	<p>mark singular and plural Possession</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Spelling</p> <p>The suffix –ation Words with endings sounding like /ɔr/tʃə .l -sure,-ture</p> <p>Endings which sound like / ʒən/- sion</p> <p>The suffix –</p>	<p>action</p> <ul style="list-style-type: none"> 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 Alliteration Simile – 'as' / 'like' Synonyms
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<p><i>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></p>	<p>Introduction and Endings) Introduce: Secure use of planning tools: Text map/ washing line/ ‘Boxing –up’ grid</p> <p>Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams</p> <p>Introduction Middle section(s) Ending could Include personal opinion,</p>	<p>subordinating conjunctions. (See Connectives and Sentence Signposts doc.)</p> <p>Begin to 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>–‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p>Expanded –‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p>	<p>or an according to whether next word begins with a vowel e.g. <i>a rock, an open box</i> (e.g. <i>the girl’s name, the boys’ boots</i>) as opposed to s to mark a plural</p>	<p>ous Endings which sound like n/,spelt .tion, .sion, .ssion, .cian</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que(French in origin) league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p>	<p>Introduce: (Children)</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession • Determiner <p>Handwriting</p> <p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>increase the legibility, consistency and quality of their handwriting [for</p>
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	<p>response, extra information, reminders, question, warning, encouragement to the reader</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>	<p>Drop in –‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>Sentence of 3 for action e.g. <i>Sam rushed down the road jumped on the bus and sank into his seat.</i> <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, and Enjoy!</i></p> <p><u>Dialogue</u> - verb + adverb - <i>“Hello,” she whispered, shyly</i></p>		<p>Possessive apostrophe with plural words Homophones and near-homophones</p>	<p>example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders & descenders of letters do not touch].</p>
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Year 5:

Genres and opportunities (Reading into Writing)	Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><i>Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and</i></p>	<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: Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example,</p>	<p>Consolidate Year 4 list</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge,</i></p>	<p>Consolidate Year 4 list</p> <p>Introduce: Metaphor Personification 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</i>;</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Rhetorical question Dashes Brackets/dashes/commas for parenthesis Colons Semi colons in lists Use of commas to clarify meaning or avoid</p>	<p>Consolidate:</p> <ul style="list-style-type: none"> • 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

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<p><i>settings in what pupils have read, listened to or seen performed</i></p> <p><i>draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i></p> <p><i>precising longer passages</i></p> <p><i>Using a wide range of devices to build cohesion within and across paragraphs using further organisational and</i></p>	<p><i>secondly] or tense choices [for example, he had seen her before]</i></p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks.</p> <p>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</p>	<p><i>which was finished in 1864, is a popular tourist attraction.</i></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></p>		<p>Spelling</p> <p>Endings which sound like /fəs/ spelt –cious or –tious</p> <p>Endings which sound like /..l/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>Words ending in –able and –ible Words ending in –ably and –ibly</p> <p>Adding suffixes beginning</p>	<ul style="list-style-type: none"> • Singular/ plural • Suffix/ Prefix • Word family • Consonant/Vowel • Adjective / noun / noun phrase • 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 <p>Introduce:</p>
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<p><i>presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</i></p> <p><i>Evaluate and edit by:</i></p> <p><i>Assessing the effectiveness of their own and others' writing</i></p> <p><i>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i></p> <p><i>Ensuring the consistent and correct use of tense throughout a piece of writing</i></p> <p><i>Ensuring correct subject and verb agreement when using singular and plural,</i></p> <p><i>Distinguishing</i></p>	<p>Endings)</p> <p>Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p>Structure: Introduction / Middle / Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear 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</p>	<p><i>-ise; -ify)</i></p> <p><i>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</i></p> <p>Drop in –‘ed’ clause e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed</i></p>		<p>with vowel letters to words ending in –fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted</p>	<ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question <p style="background-color: #c8e6c9; padding: 5px; text-align: center;">Handwriting</p> <p>Pupils should be taught to: „ write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>
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<p><i>between the language of speech and writing and choosing the appropriate register</i></p> <p><i>Proof-read for spelling and punctuation errors</i></p> <p><i>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</i></p>	<p>Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p><i>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 adverbs, (perhaps, surely) modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>		<p>from the pronunciation of the word)</p> <p>Homophones and other words that are often confuse</p>	
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