

**Writing composition:** We use the principles of Pie Corbett's *Talk For Writing* (a further explanation of the process can be found at the end of this document) to help children develop their understanding of different structures in stories and non-fiction genre; improve their vocabulary and become more independent in their writing.

There are three principle stages:

**Imitation:** Children learn a model text using tools such as story maps (fiction) and 'boxing up' (non-fiction) to help them understand the structure. They re-tell the story or the text orally. Children write the text, or part of it, from memory. Children 'magpie' vocabulary from the original text and create banks of words and phrases to use in their own writing.

**Innovation:** Teachers model how to alter the text. This may be changing a setting, an event, a perspective, a character or writing a non-fiction text in the same genre about a different but related topic. Children use the model to help them write their own innovation on the original text.

**Invention:** Children show what they have learned by creating their own story or non-fiction text.

As children progress through their school journey, they spend less time on the imitation stage. Children move progressively from dependence on the model texts to independence.

**Spelling:** Children learn to spell as they learn to read using Read, Write, Inc' phonics. Once children have completed Read, Write, Inc' (usually in year 2) they learn spelling patterns and word lists from the national curriculum using 'Spelling Frame'. Children are given activities and time in class to learn spellings.

**Grammar, punctuation and vocabulary:**

Grammar, punctuation and vocabulary building are an integral part of English lessons. In addition, children in KS2 (years 3 to 6) have 3 short, timetabled lessons a week which we call 'English Accuracy' which focus purely on these skills.



Unit Overview			
	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>Fiction:</b> Elmer Owl Babies Funny Bones The Nutcracker Firework poems</p> <p><b>Non-fiction:</b> Simple recount of geography and RE trips Fact sheets about animals Thank you letters</p>	<p><b>Fiction:</b> Tradition tales Children read and listen to a wide range of traditional tales. They act, sing, dance and write about them and create alternative endings.</p> <p><b>Non-fiction:</b> Diary entries, recounts and descriptions around the theme of Kings, Queens and Castles. Link with a visit to Hever Castle</p>	<p><b>Fiction:</b> Theme like cycles Tadpoles Promise Daisy Grew a Sunflower</p> <p><b>Non-fiction:</b> Fact sheets about seasons, life cycles and plants. Diary of a seed growing into a plant</p>
Year 2	<p><b>Fiction:</b> The Gruffalo The Frost Dragon Shape poetry on the theme of Winter</p> <p><b>Non-Fiction:</b> Fact files about our class country Non-chronological reports inspired by the Frost Dragon. Instructions/recipes inspired by the Gruffalo</p>	<p><b>Fiction:</b> Beatrix Potter stories including Peter Rabbit The Story of the Little Mole Who Knew it was None of his Business Shakespeare Raps</p> <p><b>Non-fiction:</b> Discussion writing linked to Beatrix Potter Explanation writing linked to The Mole Who Knew Newspaper reports about the great plague Diaries about the Great Fire of London</p>	<p><b>Fiction:</b> Meerkat mail The Secret Garden (setting and character descriptions inspired by a video) A Cloudy Lesson (dialogue between characters inspired by a video)</p> <p><b>Non-fiction:</b> Letter writing linked to Meerkat Mail Video news reports linked to Earth Day</p>
Year 3	<p><b>Fiction:</b> Where the Forest Meets the Sea The Great Kapok Tree Rainforest poetry Christmas poetry – A Visit from St. Nicholas</p> <p><b>Non-fiction:</b> Jungle survival guides Non-chronological reports about rainforest animals</p>	<p><b>Fiction:</b> Stone Age Boy – adventure story writing Cinderella and Cinderboy</p> <p><b>Non-fiction:</b> Instructions – how to wash a woolly mammoth</p>	<p><b>Fiction:</b> Roman myths and legends including Hercules and the Hydra and Hercules and the Golden Hind The Snail and the Whale</p> <p><b>Non-Fiction:</b> News reports about Pompeii Non-chronological reports about the Roman Invasion Persuasive writing about whale conservation</p>



<p><b>Year 4</b></p>	<p><b>Fiction:</b> Fortunately the Milk Poetry including haiku <b>Non-fiction:</b> Letters and recounts linked to Fortunately the Milk Persuasive writing inspired by Christmas advertising</p>	<p><b>Fiction:</b> The Quetzal Bird – an ancient Mayan tale Greek myths including Theseus and the Minotaur Writing play scripts based on Greek myths <b>Non-Fiction:</b> Non-Chronological reports about mythological creatures Instructions for playing an ancient Mayan ball game</p>	<p><b>Fiction:</b> The Legend of Podkin One-Ear <b>Non-fiction:</b> Reports about artists linked to ‘Delight in Watts’ Project</p>
<p><b>Year 5</b></p>	<p><b>Fiction:</b> The Twits Australian Aboriginal Stories <b>Non-Fiction:</b> Biographical writing about Roald Dahl Letter writing and police statements linked to The Twits</p>	<p><b>Fiction:</b> The Highwayman The Bead Maker’s Son – a story about life in the Indus Valley <b>Non-fiction:</b> Recount writing from the perspective of a character Non-chronological reports about aspects of Indus Valley culture</p>	<p><b>Fiction:</b> The Piano (video) Including script writing <b>Non-fiction:</b> Persuasive letters and balanced arguments on the theme of graffiti</p>
<p><b>Year 6</b></p>	<p><b>Fiction:</b> The Evacuee Friend or Foe <b>Non-Fiction:</b> Fact files Balanced arguments Letter writing Instructions Explanations around the theme of WWII.</p>	<p><b>Fiction:</b> Alma (video) Holes Creative writing in role, story writing, monologue <b>Non-Fiction:</b> Tracking down an Okapi Letters Explanations Non-chronological reports Persuasive letters and balanced arguments linked to Parliament week</p>	<p>Preparation for SATs <b>Fiction:</b> Preparing and performing a production for parents <b>Non-Fiction:</b> Persuasive writing Recount Instructions Diaries linked to residential trip to Carrot Wood</p>



Progression of skills							
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performing Writing</b>	Children rehearse ideas for their own writing orally.	Children read their writing aloud clearly enough to be heard by their peers and the teacher.	Children read aloud what they have written with appropriate intonation to make the meaning clear	Children read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Children read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Children perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	With increased confidence, children perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<b>Vocabulary</b>		Children can: - Leave spaces between words - Join words and clauses using simple conjunctions e.g. and	Children can: - Use expanded noun phrases to describe and specify	Children learn to: - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use conjunctions, adverbs and prepositions to express time, cause and place.	With increased consistency and independence, children can: - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use conjunctions, adverbs and prepositions to express time, cause and place.	Children learn to: - Use a thesaurus. - Use expanded noun phrases to convey complicated information concisely. - Use modal verbs or adverbs to indicate degrees of possibility.	With increased consistency and independence, children can: - Use a thesaurus. - Use expanded noun phrases to convey complicated information concisely. - Use modal verbs or adverbs to indicate degrees of possibility.



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	<p>Children begin to:</p> <ul style="list-style-type: none"> <li>- Combine words to make simple sentences, rehearsing these orally before using their growing phonic knowledge to write them.</li> <li>- Separate words with spaces.</li> <li>- Demarcate sentences with a capital letter and full stop.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Use regular plural noun suffixes (-s, -es)</li> <li>- Use verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>- Use the un- prefix to change meaning of adjectives/adverbs.</li> <li>- Combine words to make sentences, including using simple conjunctions.</li> <li>- Sequence sentences to form short narratives.</li> <li>- Separate words with spaces.</li> <li>- Demarcate sentences with . ! ?</li> <li>- Use capital letters for names and pronoun 'I')</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Write sentences with different forms: statement, question, exclamation, command.</li> <li>- Use the present and past tenses correctly and consistently including the progressive form.</li> <li>- Use subordination (when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>- Use some features of written Standard English.</li> <li>- Use suffixes to form new words (-ful, -er, -ness)</li> <li>- Use commas in lists.</li> <li>- Begin to use apostrophes for omission &amp; singular possession.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Use the present perfect form of verbs in contrast to the past tense (he has finished/he finished).</li> <li>- Form nouns using prefixes (super-, anti-).</li> <li>- Use the correct form of 'a' or 'an'.</li> <li>- Use fronted adverbials.</li> <li>- Understand the difference between plural and possessive -s.</li> <li>- Use standard English verb inflections (I did vs I done).</li> <li>- Extend noun phrases, including with prepositions (beautiful lilies on the pond).</li> <li>- Appropriately use pronoun or noun to create cohesion.</li> </ul>	<p>With increased consistency and independence, children can:</p> <ul style="list-style-type: none"> <li>- Use the present perfect form of verbs in contrast to the past tense (he has finished/he finished).</li> <li>- Form nouns using prefixes (super-, anti-).</li> <li>- Use the correct form of 'a' or 'an'.</li> <li>- Use fronted adverbials.</li> <li>- Understand the difference between plural and possessive -s.</li> <li>- Use standard English verb inflections (I did vs I done).</li> <li>- Extend noun phrases, including with prepositions (beautiful lilies on the pond).</li> <li>- Appropriately use pronoun or noun to create cohesion.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>- Convert nouns or adjectives into verbs (motive – motivate).</li> <li>- Use verb prefixes (kind – unkind).</li> <li>- Use devices to build cohesion, including adverbials of time, place and number.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Recognise and use. vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (If I were you)</li> <li>- Use the passive verbs to affect the presentation of information in a sentence.</li> <li>- Use the perfect form of verbs to mark relationships of time and cause.</li> <li>- Recognise differences in informal and formal language.</li> <li>- Understand synonyms &amp; antonyms.</li> <li>- Use further cohesive devices such as grammatical connections and adverbials.</li> <li>- Use ellipsis.</li> </ul>





	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation</b>	<p>Children begin to:</p> <ul style="list-style-type: none"> <li>- Separate words with spaces.</li> <li>- Demarcate sentences with a capital letter and full stop.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<p>Children consolidate use of: full stops, capital letters, exclamation marks, question marks,</p> <p>Children learn to: Use commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Begin to use and punctuate speech.</p>	<p>Children consolidate previous lists and learn to use and punctuate direct speech (i.e. Inverted commas)</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Use commas after fronted adverbials.</li> <li>- Show possession by using the possessive apostrophe with singular and plural nouns.</li> <li>- Use and punctuate direct speech (including punctuation within and surrounding inverted commas).</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>- Use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>- Use hyphens to avoid ambiguity.</li> <li>- Use semicolons, colons or dashes to mark boundaries between independent clauses.</li> <li>- Use a colon to introduce a list.</li> <li>- Punctuate bullet points consistently.</li> </ul>
<b>Terminology</b>	<p>finger space, sentence, full stop, capital letter</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>





**The Talk for Writing process:**

<b>Planning</b>	<ul style="list-style-type: none"> <li>• Baseline assessment – <b>(cold task – have a go)</b></li> <li>• Refine language focus &amp; adapt model text</li> <li>• Test model: box-it-up, analyse it, plan toolkit</li> </ul>
<b>1. Imitation</b>  	<ul style="list-style-type: none"> <li>• Creative hook &amp; context</li> <li>• Warm up words/phrases/sentences/short-burst writing</li> <li>• Internalise model text – text map</li> <li>• Deepen understanding, eg: drama</li> <li>• Read as a reader – vocab + comprehension</li> <li>• Read as a writer: box-up, analyse &amp; co-construct toolkit</li> </ul>
<b>2. Innovation</b>  	<ul style="list-style-type: none"> <li>• Box-up new version &amp; talk the text</li> <li>• Shared writing – innovate on model</li> <li>• Pupils write own version: peer assess</li> <li>• Teacher assesses work – plans next steps</li> <li>• Feedback &amp; improvement</li> </ul>
<b>3. Independent application</b>	<ul style="list-style-type: none"> <li>• Next steps based on assessment</li> <li>• Pupils write independently <b>(hot task)</b></li> </ul>
<b>Final assessment</b>	<ul style="list-style-type: none"> <li>• Compare <b>cold/hot</b> assess progress</li> </ul>