





Talk For Writing Curriculum FHC

“No story lives unless someone wants to listen. The stories we love best do live in us forever...”
“Words are our most inexhaustible source of magic...” J.K Rowling

Curriculum Intent	
<p>We have chosen Talk for Writing at Fieldhead Carr Primary School because it is a powerful pedagogy that is based on the principles of how children learn. At Fieldhead Carr Primary school, we want to ensure that from an EARLY AGE, EVERY child has the opportunity to listen to, enjoy and internalise high quality texts. We know that by learning quality texts 'off by heart', children will always have an 'internal bookshelf' to call upon to support their own imagination, ideas and understanding of reading and writing.</p>	
Purpose of Study	
<p>Philosophical</p> 	<p>Whether factual or fictional, storytelling is an intrinsic human characteristic. Storytelling began long ago with visual stories, such as cave drawings and through oral traditions in which stories were passed down from generation to generation by word of mouth. These words then formed into narratives, including written, printed and typed stories. We learn how to write through talking and it is crucial that we give our children rich and diverse experiences throughout their early years.</p>
<p>Linked to my Life</p> 	<p>Through the Talk for Writing approach, children will make meaningful links to the world around them through drama experiences that bring texts to life. For example, the use of 'hooks' to engage children from the beginning and drama techniques such as hot seating, freeze-framing, role play, etc. For the story of 'The Little Red Hen' for instance, children could experience seeing the corn and grinding it into flour and making bread to make the story link to a real life experience.</p>
<p>Practical Skills</p> 	<p>The Talk for Writing approach makes extensive use of classroom talk to help children become familiar with a range of text genres. For each genre, this familiarisation is extended through 'talking the text', shared and guided teaching and pupils' independent writing of the same type of text. 'Talking the text' involves children learning story maps through actions. The physical nature of Talk for Writing is something that helps children internalise the text types.</p>
<p>Knowledge</p> 	<p>Through the implementation of our 'Progression of Skills Document' which is based on the National Curriculum, we will ensure children at Fieldhead Carr will continually build on their knowledge year on year focusing on; text structure, sentence construction, word structure/language, punctuation and terminology.</p>
<p>Assessment and recording for long term knowledge retention: Entry task: Hook on the chosen text to engage children in the text. Exit task: Hot task to see skills that have been taught to the children are used correctly. Recording for revisiting: Grammar skills can be built upon and revisited. Teachers to use working walls and washing lines to record information for future referral.</p>	

Talk For Writing Curriculum FHC

Summary of Progression						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure						
<p><u>Fiction</u> Introduce:</p> <p>Planning Tools –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 First / Then / Next But So Finally... Happily ever after</i></p> <p><u>Non-fiction</u> Introduce:</p> <p>Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme Names Labels Captions Lists Diagrams</p>	<p>Consolidate Reception list</p> <p><u>Fiction</u> Introduce:</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 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>Consolidate Year 1 list</p> <p><u>Fiction</u> Introduce:</p> <p>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... 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>Consolidate Year 2 list</p> <p><u>Fiction</u> Introduce:</p> <p>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:</p> <p>Introduction should include detailed description of setting or characters</p> <p>Build-up</p>	<p>Consolidate Year 3 list</p> <p><u>Fiction</u> Introduce:</p> <p>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. Developed 5 parts to story</p> <p>- Introduction - Build-up Problem / Dilemma - Resolution - Ending</p>	<p>Consolidate Year 4 list</p> <p><u>Fiction</u> Introduce:</p> <p>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</p>	<p>Consolidate Year 5 list</p> <p><u>Fiction</u></p> <p>Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Paragraphs Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation <u>Non-fiction:</u> Secure planning across nonfiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p>

Talk For Writing Curriculum FHC

<p>Message</p>	<p>Non-fiction <u>Introduce:</u></p> <p>Planning tools: Text map / washing line</p> <p>Heading</p> <p>Introduction Opening factual statement</p> <p>Middle section(s) Simple factual sentences</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Resolution e.g. As soon as...</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 Introduce:</p> <p>Secure use of planning tools Text map / washing line / 'Boxing -up' grid</p> <p>Introduction Heading Hook to engage reader</p> <p>Factual statement / definition</p> <p>Opening question</p> <p>Middle section(s) Group related ideas / facts into sections</p> <p>Sub headings to introduce sentences /sections</p>	<p>Build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma Include detail of actions / dialogue</p> <p>Resolution Should link with the problem</p> <p>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 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. <i>Who....?</i></p>	<p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction 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</p> <p>Middle section(s)</p> <p>Ending Ending could Include personal opinion, response, extra information, reminders, question, warning,</p>	<p>Introduction Should include action / description - character or setting / dialogue</p> <p>Build-up Develop suspense techniques</p> <p>Problem / Dilemma May be more than one problem to be resolved</p> <p>Resolution Clear links with dilemma</p> <p>Ending Character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Non -Fiction Introduce: Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p>	<p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</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 <i>on the other hand, in contrast, or as a consequence</i>), and elision</p>
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Talk For Writing Curriculum FHC

		<p>Use of lists – what is needed / lists of steps to be taken Bullet points for facts</p> <p>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 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><i>What....? Where....? Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs</p> <p>Topic sentences to introduce paragraphs</p> <p>Lists of steps to be taken</p> <p>Bullet points for facts</p> <p>Flow diagram</p> <p>Develop Ending Personal response</p> <p>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>encouragement to the reader</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion</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>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
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Talk For Writing Curriculum FHC

			<p>Use of present perfect instead of simple past. e.g. <i>He has left his hat behind, as opposed to He left his hat behind.</i></p>			
Sentence Construction						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce: Simple sentences</p> <p>Simple Connectives: <i>and who until 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. He walked and he walked</p>	<p>Consolidate Reception list</p> <p>Introduce: Types of sentences: <i>Statements Questions Exclamations Simple</i></p> <p>Connectives: <i>and or but so because that then that while when where</i></p> <p>Also as openers: <i>While... When... Where...</i></p>	<p>Consolidate Year 1 list</p> <p>Introduce: Types of sentences: <i>Statements Questions Exclamations Commands</i></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. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p>	<p>Consolidate Year 2 list</p> <p>Introduce: Vary long and short sentences: Long sentences to add description or information.</p> <p>Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences: Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave....</p>	<p>Consolidate Year 3 list</p> <p>Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly e.g. It was midnight. It’s great fun.</p> <p>Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky.</p>	<p>Consolidate Year 4 list</p> <p>Introduce: Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Secure use of complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</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)</p> <p>Main and subordinate clauses with full range of conjunctions</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</p>

Talk For Writing Curriculum FHC

<p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>-‘ly’ openers Fortunately,... Unfortunately, Sadly,...</p> <p>Simple sentences e.g. I went to the park. The castle is haunted.</p> <p>Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p>Compound sentences using connectives (coordinating conjunctions) and/or/but/so e.g. The children played on the swings and slid down the slide.</p> <p>Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so</p>	<p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (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. 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: what/while/when /where/ because/</p>	<p>Amazingly, small insects can....</p> <p>Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials)</p> <p>A few days ago, we discovered a hidden box.</p> <p>At the back of the eye, is the retina.</p> <p>In a strange way, he looked at me.</p> <p>Prepositional phrases to place the action: On the mat; behind the tree, in the air</p> <p>Compound sentences (Coordination) using connectives: and/or/but/so/ for/no/yes (coordinating conjunctions)</p>	<p>Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. ‘ed’ clauses as</p>	<p>range of conjunctions Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>Throughout the night, the wind howled like an injured creature.</p> <p>Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p>	<p>Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</p> <p>Active: The class heated the water. Passive: The water was heated. Developed use of rhetorical questions for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</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. He’s your</p>
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Talk For Writing Curriculum FHC

	<p>they put on their coats.</p> <p>Complex sentences Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. There are many children who like to eat ice cream.</p> <p>'Run' - Repetition for rhythm e.g. He walked and he walked and he walked.</p> <p>Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p><i>then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived</p> <p>During the Autumn, when the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information.</p> <p>Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. lots of people, plenty of food</p> <p>List of 3 for description e.g. He wore old shoes, a dark cloak and a red hat.</p>	<p>Develop complex sentences (Subordination) with range of subordinating conjunctions <i>'ing'</i> clauses as starters e.g. Sighing, the boy finished his homework.</p> <p>Grunting, the pig lay down to sleep.</p> <p>Drop in a relative clause using: <i>who/whom/which/whose/that</i> e.g. The girl, whom I remember, had long black hair.</p> <p>The boy, whose name is George, thinks he is very brave.</p> <p>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p>	<p>starters e.g. Frightened, Tom ran straight home to avoid being caught.</p> <p>Exhausted, the Roman soldier collapsed at his post.</p> <p>Expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</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. The siren echoed loudlythrough the lonely streetsat midnight</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you</p>
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Talk For Writing Curriculum FHC

		<p>African elephants have long trunks, curly tusks and large ears.</p>	<p>Sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue – powerful speech verb e.g. “Hello,” she whispered</p>	<p>Sentence of 3 for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>The Romans enjoyed food, loved marching but hated the weather.</p> <p>Repetition to persuade e.g. Find us to find the fun</p> <p>Dialogue - verb + adverb - “Hello,” she whispered, shyly.</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.</p>		
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Talk For Writing Curriculum FHC

Word Structure/Language						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce:</p> <p>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. old, little, big, small, quiet</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>Similes</p>	<p>Consolidate Reception list</p> <p>Introduce:</p> <p>Prepositions: Inside <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>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>Adjectives to describe e.g. The old house... The huge elephant...</p>	<p>Consolidate Year 1 list</p> <p>Introduce:</p> <p>Prepositions: <i>behind</i> <i>above</i> <i>along</i> <i>before</i> <i>between</i> <i>after</i></p> <p>Alliteration e.g. wicked witch slimy slugs</p> <p>Similes using...like... e.g. ... like sizzling sausages ...hot like a fire</p> <p>Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p>Adverbs for description e.g. Snow fell gently and covered the</p>	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Prepositions <i>Next to</i> <i>by the side of</i> <i>In front of</i> <i>during</i> <i>through</i> <i>throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>More specific / technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately Drops of rain</p>	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Prepositions <i>at</i> <i>underneath</i> <i>since</i> <i>towards</i> <i>beneath</i> <i>beyond</i></p> <p>Conditionals <i>could</i> <i>Should</i> <i>would</i></p> <p>Comparative and superlative adjectives e.g. small...smaller... smallest good...better... best</p> <p>Proper nouns refers to a particular person or thing e.g. Monday, Jessica, October, England</p>	<p>Consolidate Year 4 list</p> <p>Introduce:</p> <p>Metaphor Personification Onomatopoeia</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>Developed use of technical language</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. - ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, , mis-, over- and re-)</p>	<p>Consolidate Year 5 list</p> <p>Introduce:</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. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related as synonyms and antonyms e.g. big/ large / little</p>

Talk For Writing Curriculum FHC

Using 'like'	<p>Alliteration e.g. dangerous dragon slimy snake Similes using as...as... e.g. as tall as a house as red as a radish</p> <p>Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...</p> <p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to 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>	<p>cottage in the wood.</p> <p>Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p>Generalisers for information 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 (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>pounded on the corrugated, tin roof.</p> <p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher – teach, beauty – beautiful</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>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was *VERY COMMON LEEDS DIALECT*), or I did instead of I done)</p>		
Punctuation						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Talk For Writing Curriculum FHC

Introduce:	Consolidate Reception list	Consolidate Year 1 list	Consolidate Year 2 list	Consolidate Year 3 list	Consolidate Year 4 list	Consolidate Year 5 list
<p>Finger spaces Full stops Capital letters</p>	<p>Introduce:</p> <p>Capital Letters: Capital letter for names 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>Introduce:</p> <p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after -ly opener e.g. Fortunately,....Slowly,....</p> <p>Speech bubbles /speech marks for direct speech</p> <p>Implicitly understand how to change from indirect speech to direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. don't, can't Apostrophes to</p>	<p>Introduce:</p> <p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Introduce:</p> <p>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. "It's late," gasped Cinderella!</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural</p>	<p>Introduce:</p> <p>Rhetorical question</p> <p>Dashes Brackets/dashes /commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>

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		mark singular possession e.g. the cat's name				
Terminology						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like' 	<p><u>Consolidate:</u></p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Simile – 'like' <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Punctuation • Question mark • Exclamation mark* • Speech bubble • Bullet points • Singular/ plural • Adjective • Verbs • Connective • Alliteration • Simile – 'as' 	<p><u>Consolidate:</u></p> <ul style="list-style-type: none"> • Punctuation • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Question mark • Exclamation mark* • Speech bubble • Bullet points • Singular/ plural • Adjective • Verb • Connective • Alliteration • Simile – 'as' / 'like' <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Apostrophe (contractions and singular possession) 	<p><u>Consolidate:</u></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 only) • Commas for sentence of 3 - description • Singular/ plural • Suffix Adjective / noun / Noun phrases • Verb / adverb 	<p><u>Consolidate:</u></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 marks' • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description, action • Colon – instructions 	<p><u>Consolidate:</u></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 	<p><u>Consolidate:</u></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 • Indirect speech • Inverted commas • Bullet points • Apostrophe contractions/ possession • Commas for sentence of 3 - description, action, views/opinions, facts • Colon – instructions

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		<ul style="list-style-type: none"> • Commas for description • 'Speech marks' • Suffix Verb / adverb • Statement • Question • Exclamation • Command (Imperative verbs - Bossy verbs) • Tense (past, present, future) ie not in bold • Adjective / noun • Noun phrases • Generalisers • Subordinating conjunctions 	<ul style="list-style-type: none"> • Imperative Verbs (bossy verbs) • Tense (past, present future) • Connective • Generalisers • Alliteration • Simile – 'as' / 'like' <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Word family • Conjunction • Coordinating conjunction • Subordinating conjunction • Clause • Subordinate clause • Adverb • Preposition • Direct speech • Inverted commas Prefix • Consonant/Vowel • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative 	<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) • Connective • Conjunction • Preposition • Determiner/ generaliser • Clause • Subordinate • Clause Relative • Clause Relative pronoun • Coordinating conjunction • Subordinating conjunction • Alliteration • Simile – 'as' / 'like' • Synonyms <p><u>Introduce:</u></p>	<ul style="list-style-type: none"> • Parenthesis / bracket / dash • 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 • Clause Subordinate/ relative clause • Adverbial • Fronted adverbial • Alliteration • Simile – 'as' / 'like' 	<ul style="list-style-type: none"> • Parenthesis • Bracket- dash • 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 • Determiner/ generaliser • Pronoun – relative/ possessive • Clause Subordinate / relative clause • Adverbial • Fronted adverbial • Rhetorical question • Present and past progressive present perfect; past perfect • Cohesion
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			<ul style="list-style-type: none"> • Colon for instructions 	<ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural possession 	<ul style="list-style-type: none"> • Synonyms <p><u>Introduce:</u></p> <ul style="list-style-type: none"> • Relative clause/ pronoun • Modal verb • Parenthesis • Bracket- dash • Determiner • Cohesion • Ambiguity • Metaphor • Personification • Onomatopoeia • Rhetorical question • Tense: present and past progressive 	<ul style="list-style-type: none"> • Ambiguity • Alliteration • Simile – 'as' / 'like' • Synonyms • Metaphor • Personification • Onomatopoeia <p><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 • Subjunctive
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Year Group Texts and Story Type

NOTE: The generic story plot for each text type can be found in:
[Shared Drive>Subject Leader Documentation>Talk For Writing>Generic Story Plots](#)

These will support children in knowing the boxed up structure of a story and planning their own story.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Mr Wiggle and Mr Waggle	The Little Red Hen	The Enormous Turnip	The Gingerbread Man	The Sleepy Bumblebee	Owl Babies
Text Name						
<i>Text Type</i>		<i>Cumulative Story</i>			<i>Journey Story</i>	<i>Journey Story</i>

Talk For Writing Curriculum FHC

	<p>Journey and Meeting Story</p> <p>Voyage and return *</p>	<p>Rags to riches</p>	<p>Cumulative Story</p> <p>The Quest</p>	<p>Journey Story</p> <p>Tragedy</p>	<p>?</p>	<p>Overcoming to monster</p>
FS2	<p>The Squeaky Story</p> <p>Cumulative Story</p> <p>?</p>	<p>Take a Walk Little Bear</p> <p>Journey Story</p> <p>?</p>	<p>Supertato</p> <p>Defeating the Monster</p> <p>Overcoming to monster</p>	<p>Billy Goats Gruff</p> <p>Defeating the Monster</p> <p>Overcoming to monster</p>	<p>The Sheep and the Goat</p> <p>Defeating the Monster</p> <p>Overcoming to monster</p>	<p>Quackling</p> <p>Cumulative Journey Story</p> <p>Voyage and return *</p>
Year 1	<p>The Three Little Pigs</p> <p>Defeating the Monster</p> <p>Traditional Tale</p> <p>Overcoming to monster</p>	<p>Little Charlie</p> <p>Journey Story</p> <p>?</p>	<p>The Magic Porridge</p> <p>Finding Tale</p> <p>The Quest *</p>	<p>Monkey See, Monkey Do</p> <p>Journey Story</p> <p>?</p>	<p>Cat, Bramble and Heron</p> <p>Journey Story</p> <p>?</p>	<p>The Three Bears</p> <p>Goldilock's version</p> <p>Journey Story</p> <p>Tradition Tale</p> <p>Voyage and return</p>
Year 2	<p>Peter and the Wolf</p> <p>Journey Story</p> <p>Overcoming to monster</p>	<p>The Papaya that Spoke</p> <p>Journey Story</p> <p>?</p>	<p>Little Red Riding Hood</p> <p>Warning Story</p> <p>Overcoming to monster</p>	<p>Kassim and the Greedy Dragon</p> <p>Portal Story</p> <p>The quest or voyage and return *</p>	<p>The Prince who Wrote Stories</p> <p>Fantasy Story</p> <p>?</p>	<p>The Snow Queen</p> <p>Defeating the Monster</p> <p>Overcoming to monster</p>

Talk For Writing Curriculum FHC

Year 3	<p>The Cobbler of Krakow and Smok the Dragon (Aut 1 2023 Kassim and the Greedy Dragon)</p> <p><i>Defeating the Monster</i></p> <p><i>Overcoming to monster</i></p>	<p>The King of the Fishes</p> <p><i>Wishing Tale</i></p> <p>?</p>	<p>Egyptian Cinderella</p> <p>Rags to Riches Tale</p> <p><i>Rags to riches</i></p>	<p>A Close Call</p> <p><i>Warning Story</i></p> <p>?</p>	<p>The Stone Trolls</p> <p><i>Change Story</i></p> <p>?</p>	<p>Adventure at Sandy Cove</p> <p><i>Finding Tale</i></p> <p>?</p>
Year 4	<p>The Old Warehouse</p> <p><i>Warning Story</i></p>	<p>Leon</p> <p><i>Portal Story</i></p> <p><i>Fantasy Story</i></p>	<p>Zelda Claw</p> <p><i>Defeating the Monster</i></p>	<p>Elf Road</p> <p><i>Portal Story</i></p>	<p>King Midas</p> <p><i>Wishing Tale</i></p>	<p>The Red Eye</p> <p><i>Suspense Story</i></p>
Year 5	<p>The Canal</p> <p><i>Warning Story</i></p>	<p>Coral Ocean</p> <p><i>Change Story</i></p>	<p>The Time-slip Scarab</p> <p><i>Portal Story</i></p>	<p>Smaug</p> <p><i>Defeating the Monster</i></p>	<p>Alien Landing</p> <p><i>Meeting/Finding Tale</i></p>	<p>Fowler's Yard</p> <p><i>Wishing Tale</i></p>
Year 6	<p>Kidnapped</p> <p><i>Suspense Story with Flashback</i></p>	<p>The Caravan</p> <p><i>Warning Story</i></p>	<p>The Old Mill</p> <p><i>Wishing Tale</i></p>	<p>The Gas Mask</p> <p><i>Portal Story</i></p>	<p>First Day at School</p> <p><i>Journey Story</i></p>	<p>Ice Forest</p> <p><i>Escaping the Monster</i></p>