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At St Breward Primary School we are passionate about all our children becoming enthusiastic readers and creative writers. We use the Talk for Writing approach across the school to support all children to read and write independently for a range of purposes.

**What is Talk for Writing?**

Talk for Writing is an innovative approach to teaching writing developed by the literacy specialist and writer Pie Corbett. It uses high quality model texts to introduce the children to different story/text types which they then learn off by heart and scrutinise with a writer’s critical eye.

Process

Talk for Writing has three key phases which work together to develop knowledge, confidence and independence in writing:

**1.** **Imitation**

Talk for Writing units start with a ‘hook’ – something to excite and engage the learners before they immerse themselves in the model text. During this phase the children learn a model text using actions and story maps, which enables the children to internalise the text type through repetition and rehearsal. They explore the structure of the narrative and investigate the different characters, settings and events. They also begin to look closely at the language used and the effect this has on the reader.

**2. Innovation**

During this phase the teacher and the children begin to change/innovate aspects of the model text using their own ideas. They explore the text using different characters, settings or events and new ideas for descriptive language whilst sticking closely to the underlying structure. The children will use toolkits they have created to help them use the key features and ingredients of the model text.

**3. Invention**

The children are then able to put together their own texts in a similar style to the model text. Here they have the freedom to be creative alongside the skills learned previously.

**3 – 5 yrs (Early Years)**

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

1. **6 yrs (Year 1)**

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| **Text Structure**  | **Sentence Construction**  | **Word Structure/Language**  | **Punctuation**  | **Terminology**  |
| **Consolidate Reception list** **Introduce:** **Fiction:** **Planning Tools:** Story map / story mountain (Refer to Story-Type grids)  **Plan opening** **around** character(s), setting, time of day and type of weather  **Understanding -** beginning /middle /end to a story **Understanding -** 5 parts to a story: **Opening** *Once upon a time…*  **Build-up** *One day…*  **Problem / Dilemma** *Suddenly,../ Unfortunately,…*  **Resolution** *Fortunately,…*  **Ending** *Finally,….*  | **Consolidate Reception list** **(See Connectives and Sentence Signposts doc.) Introduce:** **Types of sentences:** Statements Questions Exclamations **Simple Connectives:** *and or but so because so that then that while when where* **Also as openers:** *While…* *When…* *Where…* **-‘ly’ openers** *Fortunately,…Unfortunately,* *Sadly,…* **Simple sentences** e.g. *I went to the park.* *The castle is haunted.* **Embellished simple sentences**  | **Consolidate Reception list** **Introduce: Prepositions:** *inside outside towards across* *under* **Determiners:** *the a my your an this that his her their some all lots of many more* *those these*  **Adjectives** to describe e.g. *The* ***old*** *house… The* ***huge*** *elephant…*  **Alliteration** e.g. *dangerous dragon*  *slimy snake*  **Similes using as….as…** e.g. *as tall as a house as red as a radish*  **Precise, clear language to give information e**.g. *First, switch on the red*  | **Consolidate** **Reception list** **Introduce:** Capital Letters: ***Capital letter for names*** ***Capital letter for the*** ***personal pronoun I***  Full stops Question marks  Exclamation marks  Speech bubble  Bullet points              | **Consolidate:**  Finger spaces **Letter** **Word** **Sentence** **Full stops** **Capital letter**  Simile – ‘like’ **Introduce:** **Punctuation** **Question mark** **Exclamation mark\*** Speech bubble  Bullet points **Singular/ plural**   |
|  **Non-fiction:** **Planning tools:** text map / washing line **Heading** **Introduction** Opening factual statement **Middle section(s)** Simple factual sentences around a *them*  Bullet points for instructions  Labelled diagrams **Ending** Concluding sentence   | **using adjectives** e.g. *The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.*  **Compound sentences** using connectives (coordinating conjunctions) and/or/ but/so e.g. *The children played on the swings* ***and*** *slid down the slide.* *Spiders can be small* ***or*** *they can be large.* *Charlie hid* ***but*** *Sally found him. It was raining* ***so*** *they put on their coats.* **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.* **‘Run’ - Repetition for rhythm** e.g. *He walked and he walked and he walked.*  **Repetition for description** e.g. *a lean cat, a mean cat* *a green dragon, a fiery dragon*   | *button.* *Next, wait for the green light to flash...* *Regular* ***plural noun suffixes*** *–s or –es (e.g. dog, dogs; wish, wishes)* ***Suffixes*** *that can be added to* ***verbs*** *(e.g. helping, helped, helper)* *How the* ***prefix*** *un– changes the meaning of* ***verbs*** *and* ***adjectives*** *(negation, e.g. unkind, or undoing, e.g. untie the boat)*   |             | Adjective  Verbs  Connective  Alliteration  Simile – ‘as’ |

1. **7 yrs (Year 2)**

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| **Text Structure**  | **Sentence Construction**  | **Word Structure/Language**  | **Punctuation**  | **Terminology**  |
| **Consolidate Year 1 list Introduce:** **Fiction** **Secure use of planning tools:** Story map / story mountain / story grids/ ’Boxingup’ grid (Refer to Story Types grids)  **Plan opening** **around** character(s), setting, time of day and type of weather **Understanding 5 parts to a story with** **more complex vocabulary** **Opening** e.g.*In a land far away….* *One cold but bright morning…..* **Build-up** e.g. *Later that day* **Problem / Dilemma** e.g.*To his amazement* **Resolution** e.g. *As soon as***Ending** e.g.*Luckily, Fortunately,*  **Ending** should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.   | **Consolidate Year 1 list Introduce:** **(See Connectives and Sentence** **Signposts doc.)** **Types of sentences:** Statements Questions Exclamations Commands  **-‘ly’ starters** e.g. *Usually, Eventually, Finally,* *Carefully, Slowly, …*  **Vary openers** to sentences  **Embellished simple**  **sentences using: adjectives** e.g.*The boys peeped inside the dark cave.* **adverbs** e.g**.** *Tom ran quickly down the hill.*  **Secure use of compound sentences (Coordination)** using connectives: *and/ or / but / so* (coordinating conjunctions)  **Complex sentences (Subordination) using:** **Drop in a relative clause: who/which**  e.g.  | **Consolidate Year 1 list Introduce:** **Prepositions:** *behind above along before between after* **Alliteration** e.g. *wicked witch*  *slimy slugs*  **Similes using…like…** e.g.*… like sizzling sausages* *…hot like a fire*  **Two adjectives to describe the noun** e.g. *The scary, old woman… Squirrels have long, bushy tails.*  **Adverbs for description** e.g.*Snow fell gently and covered the cottage in the wood.* **Adverbs for information** e.g**.** Lift the pot carefully onto  | **Consolidate Year 1** **list** **Introduce:**  **Demarcate sentences:** Capital letters  Full stops Question marks  Exclamation marks **Commas** to separate items in a list  **Comma** after –ly opener e.g. *Fortunately,….Slow ly,….* **Speech bubbles /speech marks for direct speech *Implicitly understand how to change from indirect speech to*** ***direct speech***   | **Consolidate:** **Punctuation** * Finger spaces
* **Letter**
* **Word**
* **Sentence**
* **Full stops**
* **Capital letter**
* **Question mark**
* **Exclamation mark\***
* Speech bubble
* Bullet points

**Singular/ plural**  Adjective Verb Connective Alliteration Simile – ‘as’/ ‘like’**Introduce:**  **Apostrophe (contractions and singular possession)**  |
|  **Non-Fiction** **Introduce:** **Secure use of planning tools:** Text map / washing line / ‘Boxing –up’ grid **Introduction:**  HeadingHook to engage readerFactual statement / definition Opening question  **Middle section(s)** Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams **Ending** Make final comment to reader Extra tips! / Did-you-know? facts / True or false? The consistent use of **present tense** versus **past tense** throughout texts  Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g*. she is drumming, he was shouting)*  | Sam, **who** was lost, sat down and cried.  The Vikings, **who** came from Scandinavia, invaded Scotland.  The Fire of London, **which** started in Pudding Lane, spread quickly.  **Additional subordinating conjunctions:** *what/while/when/where/ because/ then/so that/ if/to/until* e.g. ***While*** *the animals were munching* *breakfast, two visitors arrived During the Autumn,* ***when*** *the weather is cold, the leaves fall off the trees.*   **Use long and short sentences:** Long sentences to add description or information. Use short sentences for emphasis. **Expanded noun phrases** e.g. ***l****ots of people, plenty of food* **List of 3 for description** e.g. *He wore old shoes, a dark cloak and a red hat.*  *African elephants have long trunks, curly tusks and large ears.*  | the tray. The river quickly flooded the town. **Generalisers for information, e.g.** Most dogs…. Some cats…. Formation of **nouns** using **suffixes** such as –ness, –er  Formation of **adjectives** using **suffixes** such as –ful, –less  (A fuller list of **suffixes** can be found in the spelling appendix.)  Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs** | ***Apostrophes to mark contracted forms in spelling*** e.g. *don’t, can’t* ***Apostrophes to mark singular possession*** e.g. *the cat’s name*          | **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  ***Subordinating*** ***conjunctions***    |

1. **8 yrs (Year 3)**

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|  | **Text Structure** |  |  | **Sentence Construction** |  |  | **Word / Language** |  |  | **Punctuation** |  |  | **Terminology** |  |
| **Consolidate Year 2 list 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: **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 endingshould link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.      | **Consolidate Year 2 list** **Introduce:**  **Vary long and short sentences:**  **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy.* *Visit the farm now.*  **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….* Amazingly, small insects can…. **Adverbial phrases** used as a ‘where’, ‘when’ or ‘how’ starter **(fronted adverbials) *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* **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences** **(Subordination)** with range of  | **Consolidate Year 2** **list** **Introduce:** **Prepositions** *Next to by the side* *of* *In front of during* *through throughout* *because of* **Powerful verbs** e.g. *stare, tremble,* *slither*  **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **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.*  | **Consolidate Year** **2 list** **Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas** **for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)*  | **Consolidate:** **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**  Bossy verbs **Tense (past, present,**  |

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| **Non-Fiction** **Introduce:** **Secure use of planning tools:** e.g. Text map, washing line, ‘Boxing –up’ grid, story grids **Paragraphs** to organise ideas around a theme **Introduction** Develop hook to introduce and tempt reader in e.g. *Who….? What….? Where….?* *Why….? When….? How….?* **Middle Section(s)** Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause e.g***. I have written it down so I can check what it said.*  **Use of present perfect instead of simple past.** *He has left his hat behind,* as opposed to *He left his hat behind.*  | subordinating conjunctions**(See Connectives and Sentence Signposts doc.)** **-‘ing’ clauses as starters** e.g. *Sighing, the boy finished his homework.* *Grunting, the pig lay down to sleep.*  **Drop in a relative clause using: who/whom/which/whose/** **that** e.g. *The girl,* ***whom*** *I remember, had long black hair.* *The boy,* ***whose*** *name is George, thinks he is very brave.**The Clifton Suspension bridge,* ***which*** *was finished in 1864,is a popular tourist attraction.*  **Sentence of 3 for description** e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in*  *the sunlight.*  *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*  **Pattern of 3 for persuasion** e.g. *Visit, Swim, Enjoy!*  **Topic sentences to introduce non-fiction paragraphs** e.g. *Dragons are found across the world*.  **Dialogue –powerful speech verb** e.g. *“Hello,” she whispered.*  | *Drops of rain pounded on the corrugated, tin roof.*  ***Nouns formed from* prefixes** **e.g. *auto…*** ***super…anti…*** **Word Families based on common words** **e.g. *teacher –teach, beauty – beautiful***   **Use of determiners a or an according to whether next word begins with a vowel** **e.g. *a rock, an open*** ***box***   |  | **future)** Connective Generalisers  Alliteration Simile – ‘as’/ ‘like’**Introduce:** * **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
* Colon for instructions

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1. **9 yrs (Year 4)**

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| **Text Structure**  | **Sentence Construction**  | **Word Structure/ Language**  | **Punctuation**  | **Terminology**  |
| **Consolidate Year 3 list** **Introduce:** **Secure use of planning tools:** e.g. story map /story mountain /story grids /’Boxing-up’ grids (Refer to Story Types grids)  **Plan opening using:** Description /action  **Paragraphs:** to organise each part of story to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma **Developed 5 parts to story** **Introduction** **Build-up** **Problem / Dilemma** **Resolution Ending** Clear distinction between resolution and ending. Ending should include reflection on events or the characters.  | **Consolidate Year 3 list** **Introduce:** **Standard English for verb inflections instead of local spoken forms** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.*   *It’s great fun.*  **Start with a simile** e.g.*As curved as a ball, the moon shone brightly in the night sky.**Like a wailing cat, the ambulance screamed down the road.*  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences** **(Coordination**) using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)*  **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of  | **Consolidate Year 3** **list** **Introduce: Prepositions** *at underneath* *since towards* *beneath beyond* **Conditionals**  - *could, should, would*  **Comparative** and **superlative** adjectives e.g. *small…smaller…sm**allest* *good…better…best*  **Proper nouns**refers to a particular person or thing e.g. *Monday, Jessica, October,* *England* **The grammatical difference** | **Consolidate Year 3** **list** **Introduce:** **Commas** to mark clauses and to mark off fronted adverbials  **Full punctuation for** **direct speech:** Each new speaker on a new line Comma between direct speech and reporting clause e.g. *“It’s late,” gasped Cinderella!*  **Apostrophes** to mark singular and **plural possession** (e.g. *the girl’s name, the boys’ boots)* as opposed to s to mark a plural  | **Consolidate:** **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

**Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**  **Adjective / noun / noun**  |

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| **Non-Fiction** **Secure use of planning tools:** Text map/ washing line/ ‘Boxing –up’ grid  **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams **Introduction** **Middle section(s) Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader***Appropriate choice of pronoun or noun across sentences to aid cohesion***  | subordinating conjunctions. **(See Connectives and Sentence Signposts doc.)** **-‘ed’ clauses as starters** e.g.*Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.*  **Expanded -‘ing’ clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack.* *Hopping speedily towards the pool, the frog dived underneath the leaves.* **Drop in –‘ing’ clause** e.g.*Jane, laughing at the teacher, fell off her chair. The tornedo, sweeping across the city, destroyed the houses.*  **Sentence of 3 for action** e.g.*Sam rushed down the road, jumped on the bus and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.* **Repetition to persuade** e.g. *Find us to find the fun*  **Dialogue** - verb + adverb - *“Hello,” she* *whispered, shyly.* *Appropriate choice of* ***pronoun*** *or* ***noun*** *within a* ***sentence*** *to avoid ambiguity and repetition*  | **between** **plural** and **possessive** –s  Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*) |  | **phrase** **Verb / Adverb** Bossy verbs - imperative**Tense (past, present, future)** Connective **Conjunction** **Preposition** **Determiner**/ generaliser**Clause** **Subordinate clause** Relative clauseRelative pronoun *Coordinating conjunction* *Subordinating conjunction*  Alliteration Simile – ‘as’/ ‘like’Synonyms**Introduce:**  * **Pronoun**
* **Possessive pronoun**
* **Adverbial**
* **Fronted adverbial**
* **Apostrophe – plural possession**

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1. **10 yrs (Year 5)**

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| **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology**  |
| **Consolidate Year 4 list** **Introduce:** **Secure independent use of planning tools** Story mountain /grids/flow diagrams **(Refer to Story Types grids)** **Plan opening using:** Description /action/dialogue  **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.  **Use 5 part story structure** Writing could start at any of the 5 points. This may include flashbacks **Introduction –**should include action / description -character or setting / dialogue **Build-up –**develop suspense techniques**Problem / Dilemma –**may be more than one problem to be resolved **Resolution –**clear links with dilemma **Ending –**character could reflect on events, any changes or lessons, look  | **Consolidate Year 4 list Introduce:** **Relative clauses beginning with** *who, which, that, where, when, whose* or an omitted relative pronoun.**Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions: **(See Connectives and Sentence** **Signposts doc.)**  **Expanded –ed clauses as starters** e.g. *Encouraged by the bright weather, Jane set out for a long walk.* *Terrified by the dragon, George fell to his knees.* **Elaboration of starters using adverbial phrases** e.g.*Beyond the dark gloom of the*  | **Consolidate Year 4 list** **Introduce:** **Metaphor** **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to* *get him* Developed use of **technical language**   Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. – *ate; –ise; –ify)*   **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)* | **Consolidate Year 4 list** **Introduce:** **Rhetorical question** **Dashes** **Brackets/dashes/commas** **for parenthesis** **Colons** **Use of commas to clarify meaning or avoid ambiguity**  | **Consolidate:** **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**

**Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**  **Adjective / noun / noun phrase**  |

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| forward to the future ask a question. **Non-Fiction** **Introduce:** **Independent planning** across all genres and application Secure use of range of layouts suitable to text. **Structure:** Introduction / Middle / Ending**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 Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader  | *cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.*  **Drop in –‘ed’ clause** e.g. *Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* **Sentence reshaping techniques** e.g. lengthening or shortening sentence for meaning and /or effect  **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly* *….through the lonely streets ….at* *midnight*  **Use of rhetorical questions** **Stage directions in speech** (speech + verb + action) e.g. *“Stop!” he shouted, picking up the stick and running after the thief.* **Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must) or adverbs*** ***(perhaps, surely)***  |  |  | **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**Introduce:** * **Relative clause/ pronoun**
* **Modal verb**
* **Parenthesis**
* **Bracket- dash**
* **Determiner**
* **Cohesion**
* **Ambiguity**
* Metaphor
* Personification Onomatopoeia
* Rhetorical question
* **Tense: *present and past progressive;***

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1. **- 11 yrs (Year 6)**

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| **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Punctuation**  | **Terminology**  |
| **Consolidate Year 5 list** **Secure independent planning across story types using 5 part story structure.** Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan  **Paragraphs -**Secure use of linking ideas within and across paragraphs  Secure development of characterisation **Non-fiction:** **Secure** planning across nonfiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations,  | **Consolidate Year 5 list** **Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences: (Subordination)** **Main and subordinate clauses** with full range of conjunctions: **Active and passive verbs to create effect and to affect presentation of information** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was heated.*  **Developed use of rhetorical questions for persuasion**  | **Consolidate Year 5 list** Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors  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)*  How words are related as synonyms and antonyms e.g. *big/ large / little*   | **Consolidate Year 5 list**  Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Use of colon to introduce a list and semi-colons within lists.  **Punctuation** of bullet points to list information.  How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or* *recover versus re-cover*)           | **Consolidate:** **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
* **Parenthesis**
* **Bracket- dash**

**Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**  **Adjective / noun / noun phrase**  |

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| rhetorical questions Express balanced coverage of a topic   Use different techniques to conclude texts  Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader  Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision**  Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text  | Expanded **noun phrases** to convey complicatedinformation 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*)   The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He’s your friend, isn’t he?*, or the use of the **subjunctive** in some very formal writing and speech) as in *If I were you*.   |  |             | **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

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| *Present and past progressive* |
| ***present perfect; past perfect*** |

**Cohesion** **Ambiguity** Alliteration Simile – ‘as’/ ‘like’SynonymsMetaphorPersonificationOnomatopoeia **Introduce:** * **Active and passive voice**
* **Subject and object**
* **Hyphen**
* **Synonym, antonym**
* **Colon/ semi-colon**
* **Bullet points**
* **Ellipsis**
* ***Subjunctive***

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1. **– 13 yrs (Years 7 & 8)**

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| **Text Structure**  | **Sentence Construction**  | **Word Structure / Language**  | **Grammar, punctuation and vocabulary**  | **Related terminology**  |
| **Consolidate Year 6 list:** Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils’ linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information. They should be able to: • write for a wide range of purposes and audiences, including: well-structured formal expository and narrative  | **Consolidate Year 6 list:** * draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their

writing  Pupils should continue to plan, draft, edit and proofread through:  * considering how their writing reflects the audiences and purposes for which it was intended
* amending the vocabulary, grammar and structure of their

writing to improve its coherence and overall effectiveness * paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) to the key stage 1 and 2 programmes of

study for English    | **Consolidate Year 6 list** Opportunities for teachers to enhance pupils’ vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.   | The text demands of KS3 require an increasingly wide knowledge of vocabulary and grammar. Pupils should be taught to: * consolidate, extend and apply the grammatical knowledge listed in the next column and understand its use in more challenging texts

 * consolidate and build on their knowledge of grammar and vocabulary through:

 * + studying the effectiveness and impact of the grammatical features of the texts they read
	+ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects - knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between standard English and other varieties of English
 | **Consolidate KS2 terminology:** **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**
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* Colon – instructions
* **Parenthesis**
* **Bracket- dash**
* **Colon/ semi-colon**
* **Bullet points**
* **Ellipsis**
* **Hyphen**

**Singular/ plural** **Suffix/ Prefix** **Word family** **Consonant/Vowel**   |
| essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters  * summarise and organise

material, and support ideas and arguments with any necessary factual detail  * apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate

form   |  |  |  * using standard English confidently in their own writing and speech
* discussing reading, writing and spoken language with precise and confident use of

linguistic and literary terminology\*.   Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.  | **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**

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| ***Present and past progressive*** |
| ***present perfect; past perfect*** |

Rhetorical question **Active and passive voice** **Subject and object** ***Subjunctive*** **Synonym, antonym** **Cohesion** **Ambiguity** Alliteration Simile – ‘as’/ ‘like’SynonymsMetaphorPersonificationOnomatopoeia   |
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