

English - Talk For Writing Progression Year by Year

NOTE: In the punctuation & Terminology columns any terms in **bold** are a **statutory requirement** of the National Curriculum.

FS	Text Structure	Oral Sentence Construction	Word Structure / Language	Punctuation	Terminology	Handwriting
	<p>Introduce: Poetry/Nursery Rhymes/Fiction: Planning Tool –Story map</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end</p> <p>Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then/Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme Names Labels Captions Lists Messages signs</p>	<p>Introduce: Simple sentences</p> <p>Simple Conjunctions (connectives): <i>and</i> <i>who</i> <i>until</i> <i>but</i></p> <p>Compound sentences using connectives <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i></p> <p>‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p> <p><i>Compose sentences orally for different genres; e.g. persuasion, explanation, narrative.</i></p> <p>Say a sentence, write and read it back to check it makes sense.</p>	<p>Introduce: Determiners <i>the</i> <i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i></p> <p>Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i></p> <p>Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’</p>	<p>Introduce: Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p>Introduce: Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>	<p>40-60 months:</p> <p>Shows preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical movement.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>

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YEAR 1	Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology	Handwriting
	<p>Consolidate FS list</p> <p>Introduce: Poetry/Rhyme (Classic & contemporary) Traditional/Fairy tales/Fiction: stories from same author; adventure stories, stories through different media e.g puppets, video, audio.</p> <p>Planning Tools: Story map/Story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up: <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,../ Unfortunately,..</i></p> <p>Resolution: <i>Fortunately,..</i></p> <p>Ending: <i>Finally,....</i></p>	<p>Consolidate FS list</p> <p>To be able to orally rehearse a sentence, compose/sequence sentences. Re-read what they have written.</p> <p>Introduce: Types of sentences e.g: Statements Questions Exclamations</p> <p>Simple Connectives: and <i>or</i> <i>but</i> <i>so</i> <i>because</i> <i>then</i></p> <p>Also as openers: <i>While...</i> <i>When...</i> <i>Where...</i> -‘ly’ openers: <i>Fortunately,..Unfortunately,</i> <i>Sadly,..</i></p> <p>Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p>	<p>Consolidate FS list</p> <p>Introduce: Prepositions: <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p>Determiners: <i>the a my your an this that his her their some all lots of many more those these</i></p> <p>Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p>Alliteration e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p>Similes using as....as... e.g. <i>as tall as a house</i> <i>as red as a radish</i></p>	<p>Consolidate FS list</p> <p>Introduce: Capital Letters: Capital letter for names, places, days of week.</p> <p>Capital letter for the personal pronoun I</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Consolidate FS list</p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Punctuation</p> <p>Simile – ‘like’</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>

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<p>Non-fiction: Labels Captions Lists Diagrams Message Instructions Explanations Persuasion Discussion Recount Report</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 around a <i>theme</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>Compound sentences using connectives: and/or/ but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Spiders can be small or they can be large.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i></p> <p>Complex sentences: Use of 'who' e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i></p> <p>'Run' - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i></p> <p>Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>)</p> <p>Suffixes that can be added to verbs (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. <i>kind/unkind, doing/r undoing, e.g. untie the boat</i>)</p>	<p>Introduce:</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Speech bubble</p> <p>Bullet points</p> <p>Singular/ plural</p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – 'as'</p>		

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<p>Consolidate Year 1 list Introduce: Poetry (classic, contemporary and free verse) Traditional & lesser known Fairy tales e.g Folk tales. Fiction: mystery stories, portal stories. Stories with significant objects/settings. Stories through different media, e.g; video, drama, playscripts, audio.</p> <p>Secure use of planning tools: Story map /story mountain</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g; <i>As soon as</i> Ending e.g; <i>Luckily, Fortunately,</i></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>Consolidate Year 1 list Introduce: Planning what to write, note taking, encapsulating what they want to say sentence by sentence. Once written, children need to evaluate, re-read and improve.</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p>	<p>Consolidate Yr 1 list Introduce:</p> <p>Prepositions: <i>behind above along before between after</i></p> <p>Alliteration e.g. <i>wicked witch</i> <i>slimy slugs</i></p> <p>Similes using...like... e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p>Adverbs for description e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p>	<p>Consolidate Yr 1 Introduce:</p> <p>Demarcate sentences: Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p>Speech bubbles /speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don’t, can’t</i></p>	<p>Consolidate Yr 1</p> <p>Punctuation</p> <ul style="list-style-type: none"> Finger spaces Letter Word Sentence Full stops Capital letter Question mark Exclamation mark Speech bubble Bullet points <p>Singular/ plural</p> <p>Adjective Verb Connective Alliteration</p> <p>Simile – ‘as’/ ‘like’</p>	<p>Positive attitude and stamina for writing. Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>

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YEAR 2 Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p>Non-Fiction: Recount, Instructions, reports (non-chronological and chronological) Persuasion, explanation, discussion, debate. Introduce:</p> <p>Secure use of planning tools: Text map /washing line Introduction: Heading Hook to engage reader Factual statement / definition Opening question</p> <p>Middle section(s) Group related ideas/facts into sections Sub headings to introduce sentences/sections Use of lists – what is needed/lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader The consistent use of present tense versus past tense throughout texts</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Planning what to write, note taking, encapsulating what they want to say sentence by sentence. Once written, children need to evaluate, re-read and improve.</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g; <i>Sam, who was lost, sat down and cried.</i> <i>The Vikings, who came from Scandinavia, invaded Scotland.</i> <i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Additional subordinating conjunctions: <i>what/while/when /where/ because/then/if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p>Use long and short sentences: Long sentences - add description/information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></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>Introduce:</p> <p>Apostrophe (contractions only)</p> <p>Commas for description</p> <p>‘Speech marks’</p> <p>Suffix</p> <p>Verb/adverb</p> <p>Bossy verbs</p> <p>Tense (past/present, future)</p> <p>Adjective/noun</p>

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YEAR 3	Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology	Handwriting
	<p>Consolidate Yr 2 list</p> <p>Introduce: Poetry/Fiction:</p> <p>Secure use of planning tools: Story map /Story mountain/story grids/ 'Boxing-up' grid</p> <p>Children to create a story with own setting, character and plot:</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 or around a theme</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –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>Consolidate Yr 2 list</p> <p>Introduce: Assess effectiveness of own and others writing suggesting improvements. Proofread for spelling and punctuation errors</p> <p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy.</i> <i>Visit the farm now.</i></p> <p>Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can....</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter <i>A few days ago, we discovered a hidden box.</i> <i>At the back of the eye, is the retina.</i> <i>In a strange way, he looked at me.</i></p> <p>Compound sentences using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences with range of subordinating conjunctions -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> <i>Grunting, the pig lay down to sleep.</i></p>	<p>Consolidate Yr 2 list</p> <p>Introduce:</p> <p>Prepositions <i>Next to by the side of</i> <i>In front of during</i> <i>through throughout</i> <i>because of</i></p> <p>Powerful verbs e.g. <i>stare, tremble, slither</i></p> <p>Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i></p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p><i>Drops of rain pounded on the corrugated, tin roof.</i></p> <p>Nouns formed from prefixes e.g. <i>auto... super...anti...</i></p>	<p>Consolidate Yr 2 list</p> <p>Introduce:</p> <p>Colon before a list e.g. <i>What you need:</i></p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news</i>)</p> <p>To be able to use a dictionary to find correct spelling of a word.</p>	<p>Consolidate:</p> <ul style="list-style-type: none"> • Sentence • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • 'Speech marks' • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description <p>Singular/plural Suffix</p> <p>Adjective/noun Verb/adverb</p> <p>Bossy verbs Tense (past, present, future) Connective Generalisers</p> <p>Alliteration Simile – 'as'/ 'like'</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.]</p>

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	<p>Non-Fiction: Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, writing frames/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....? What....? Where....?</i> <i>Why....? When....? How....?</i></p> <p>Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Letter writing</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts</p>	<p>Plan from a similar structure Assess effectiveness of own and others writing suggesting improvements. Proofread for spelling and punctuation errors</p> <p>Drop in a relative clause using: who/whom/which/whose/that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p>Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> <i>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i></p> <p>Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i></p> <p>Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i></p> <p>Dialogue –powerful speech verb e.g. <i>"Hello," she whispered.</i></p>	<p>Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i></p> <p>Use of determiners 'a' or 'an' according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		<p>Introduce:</p> <ul style="list-style-type: none"> • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions