

# Writing overview

## Year 1 Talk for Writing Texts overview



Year 1	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-Fiction	Non-fiction	Fiction	Fiction	Non fiction
Text	Exploring Fairy tales	Tree seasons book	The Jolly Christmas postman	Traction man	Fact file – Animals	Mrs Armitage on Wheels	Spring poetry	The Pirates next door	The night Pirates	Snail and the whale	Reptile man recount
Story pattern/ text type	Fairy tales	Setting description	Letter writing	Character description	Fact file	Advert	Poetry	Diary	Advert	Setting description	Recount
Toolkit Focus:	Basic sentence structure	<p>Setting</p> <p>Include time of day and weather</p> <p>Try to 'see' it in your mind and use all senses to describe</p> <p>Choose a name for and vary setting</p>	<p>Letter features</p> <p>Starting with dear.</p> <p>Including an address.</p> <p>Why are you writing to them.</p>	<p>Character</p> <p>Use sentence or power of 3</p> <p>Use simple similes to describe</p> <p>Describe your character using two adjectives</p>	<p>Information</p> <p>Introduce the reader to the subject using a simple topic sentence</p> <p>Pile up information and ideas by using sentences of three</p> <p>Explain how many or how often by using generalisers</p>	<p>Persuasion</p> <p>Speak directly to the reader to engage them using personal pronouns</p> <p>Explain things to the reader by using conjunctions</p> <p>Make it sound really appealing through superlatives</p>	<p>Description</p> <p>Senses to describe</p> <p>Choose adjectives to help the reader picture the scene</p> <p>Choose powerful verbs rather than</p> <p>Introduce bits of alliteration</p>	<p>Recount</p> <p>Put the events in the correct order using time adverbials</p> <p>Write about what happened, using verbs in the past tense</p> <p>Write from your point of view, using first person pronouns</p>	<p>Persuasion</p> <p>Use short sentences to make a point</p> <p>Explain things to the reader by using conjunctions</p> <p>Provide powerful reasons</p>	<p>Setting</p> <p>Try to 'see' it in your mind and use all senses to describe</p> <p>Choose adjectives with care to suit the mood. Use 'like' and 'as' similes</p> <p>Include time of day and weather</p>	<p>Recount</p> <p>Put the events in the correct order using time adverbials</p> <p>Write about what happened, using verbs in the past tense</p> <p>Add your own comments</p>



# Writing overview

## Year 2 Talk for Writing Texts overview

Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Non-Fiction	Fiction		Fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	Great fire of London	Diary entry of Thomas Farriner	Polar express	Information text about polar bears	Letter to the crayons	Biography on the King	Recount of school trip	The Barnabus project	Creating a Flat Stanley adventure	Non chronological report on a sea creature	The Enchanted Wood	The Enchanted Wood – How to make sweet.
Story pattern/ text type	Setting description	Diary – Text and structure	Journey	Information text	Letter	Biography	Recount – Text and structure	Character description	Adventure story	Non chronological report	Setting description	Recipe/instruction
Toolkit Focus:	<b>Setting</b> Using the senses. Power of three. Choose adjectives with care to suit the mood.	<b>Recount</b> Time adverbials. Write from your point of view. Past tense verbs. Including how you felt.	<b>Suspense</b> Show character's reactions. Dramatic connectives. Isolate your character. Using exclamations.	<b>Information</b> Using generalisers Sentences of three. Use of technical language.	<b>Persuasion</b> Superlatives. Short sentences. Conjunctions	<b>Information</b> Using generalisers Sentences of three. Hook with a rhetorical question. Use of technical language.	<b>Recount</b> Time adverbials. Write from your point of view. Past tense verbs. Including how you felt.	<b>Character</b> Adverbs to describe. Simple similes. Power of three.	<b>Action</b> Emotional verbs. Focus on action verbs. Use onomatopoeia Dramatic fronted adverbials.	<b>Information</b> Using generalisers Sentences of three. Including adding on words – also, additionally. Use of technical language	<b>Setting</b> Using the senses. Power of three. Use time of day and weather. Choose adjectives with care to suit the mood. Use 'like' and 'as' similes	<b>Instruction</b> Time adverbials. Imperative verbs. Explain how to do something with precise adverbs. Using the right prepositions.

# Writing overview

## Year 3 Talk for Writing Texts overview



Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction	SPAG focus
Text	Iron man character description	Iron man diary	Ice palace	Ivan's brother is missing!	Beowulf	Non-chronological report Vikings	How to catch a mythical beast	Norse inspired traditional tale	Letter to MP about sustainable change	Rainforest setting description	Non-Chronological report - Rainforest	Recap of SPAG across the year
Story pattern/text type	Character description	Diary entry	Adventure story	Newspaper report	Action story	Non-chronological report	Instructions	Traditional tale	Letter writing	Setting description	Non-chronological report	Short burst writing
Toolkit Focus:	<p><b>Character</b></p> <p>Show not tell – describe a character's emotions using senses</p> <p>Know your character's desire, wish or fear.</p> <p>Use a character's actions or dialogue.</p>	<p><b>Recount</b></p> <p>Address the reader using the pronoun 'you'</p> <p>Bring the description alive through similes</p> <p>Include what other people said or thought about what happened</p>	<p><b>Suspense</b></p> <p>Select powerful verbs.</p> <p>Use dramatic connective</p> <p>Use short punchy sentences for drama.</p>	<p><b>News paper structure and descriptive language</b></p>	<p><b>Action</b></p> <p>Show don't tell</p> <p>Personification</p> <p>Fronted adverbials</p>	<p><b>Information</b></p> <p>Generalisers</p> <p>Fronted Adverbials</p> <p>Linking idea</p> <p>Real-life comparisons</p>	<p><b>Instruction</b></p> <p>Modal verbs</p> <p>Sub-ordinate clauses.</p> <p>Expert advice.</p>	<p><b>Dialogue</b></p> <p>Using speech marks.</p> <p>Add in what they're doing.</p> <p>Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards.</p>	<p><b>Persuasion</b></p> <p>Rhetorical questions.</p> <p>Pattern of three.</p> <p>Exaggeration.</p>	<p><b>Setting</b></p> <p>Time of day and weather.</p> <p>Character reactions.</p> <p>Prepositions to extend description.</p>	<p><b>Information</b></p> <p>Generalisers</p> <p>Fronted Adverbials</p> <p>Linking idea</p> <p>Real-life comparisons</p> <p>Draw attention to key points.</p>	<p><b>Focus on SPAG, vocabulary and preparation for year 4.</b></p>

# Writing overview

## Year 4 Talk for Writing Texts overview

Year 4	Autumn 1			Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non fiction	Poetry	Fiction	Poetry	Non -Fiction	Poetry	Fiction	Fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	Explorer - Matthew Henson on a ship	Diary entry - Everest	Haikus on Harvest and autumn	Explorer – Captain Peary – North Pole	Haikus on Christmas and winter.	Nonchronological report – Romans invasion of Britain	Classic rhyming poem/limericks - Roman	James and the Giant Peach - script	Twisted fairy tale	Theseus and the Minotaur	Advertisement to join God camp – Percy Jackson	Percy Jackson quest	Holiday leaflet to Greece
Story pattern/ text type	Story opening	Diary entry	Understanding syllables	Middle and ending	Understanding syllables	Non-Chronological report	Rhyming couplets	Dialogue in a script	Traditional tales	Greek Myth	Advertisement	Quest	Leaflet
Toolkit Focus:	<p><b>Setting</b></p> <p>Choose an interesting name for the setting and vary the setting</p> <p>Select the time of day and weather to create an effect</p> <p>Show how a character reacts to the setting</p> <p>Use prepositions to extend descriptions</p>	<p><b>Recount</b></p> <p>Bring the description alive through similes</p> <p>Drop in asides, thoughts and relevant details through relative clauses or parenthesis.</p> <p>Move the action forward through fronted adverbials</p>	<p><b>Haiku</b></p> <p>Syllables 5,7,5</p> <p>3 lines</p> <p>Commas for punctuation.</p> <p>Focus on season.</p>	<p><b>Character</b></p> <p>Show not tell – describe a character's emotions using senses</p> <p>Give your main character a hobby, interest or special talent.</p> <p>Know your character's desire, wish or fear.</p> <p>Use a character's actions or dialogue.</p>	<p><b>Haiku</b></p> <p>Syllables 5,7,5</p> <p>3 lines</p> <p>Commas for punctuation.</p> <p>Focus on season.</p>	<p><b>Information</b></p> <p>Links between information</p> <p>Draw attention to key points</p> <p>Unusual details</p> <p>Generalisers</p>	<p><b>Poetry</b></p> <p>Poetic language</p> <p>Rhyming patterns</p>	<p><b>Dialogue</b></p> <p>Using stage directions</p> <p>Including brackets and adverbs</p> <p>Include how characters feel</p> <p>Prepositional phrases.</p>	<p><b>Suspense</b></p> <p>Let the threat get closer and closer.</p> <p>Select powerful verbs.</p> <p>Use dramatic connective</p> <p>Use short punchy sentences for drama.</p>	<p><b>Action</b></p> <p>-ing openers</p> <p>Expanding action.</p> <p>Short punchy sentences with varied sentence length.</p> <p>Show action by describing what happens.</p>	<p><b>Persuasion</b></p> <p>Power of three</p> <p>Rhetorical questions</p> <p>Language that exaggerates.</p> <p>Quotations</p>	<p><b>Description</b></p> <p>Use show don't tell.</p> <p>Metaphors and similes to create atmosphere.</p> <p>Expanded noun phrases for detail</p> <p>Personification</p>	<p><b>Persuasion</b></p> <p>Quotations</p> <p>Make the reader feel they're missing out.</p> <p>Extend and build upon arguments.</p> <p>Assumptive tone</p>

# Writing overview

## Year 5 Talk for Writing Texts overview

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Fiction	Non-fiction
Text	Setting description of our planet	Visit our planet	Biography on a sports person	A boy called Christmas	News report about a tsunami	Japanese folk tale	Non chronological report on martial arts	Adventure story based on the 'uncommoner s'	Debate – Should tombs be excavated	Adventure story – Egypt based	How to mummify a body	Suspense story about every day activity.
Story pattern/ text type	Setting description	Persuasive argument	Biography	Character description	News report structure	Folk story	Non chronological report	Journey	Balanced argument	Adventure	Instruction	Building tension
Toolkit Focus:	<p><b>Setting</b></p> <p>Change atmosphere by altering weather, place or time.</p> <p>use metaphor and personification.</p> <p>Reflect a character's feelings in the setting</p> <p>Use a detailed sentence of three.</p>	<p><b>Persuasion</b></p> <p>Drop in opinion presented as fact through relative clauses</p> <p>Add credibility by including testimonials</p> <p>Use of superlatives.</p> <p>Counter potential barriers</p>	<p><b>Information</b></p> <p>Present facts in a formal tone, using the passive voice</p> <p>Use of superlatives.</p> <p>Impress the reader by using quotes</p>	<p><b>Character</b></p> <p>Drop in a few details to suggest character</p> <p>Show (not tell) how characters feel by what they do, think or say</p> <p>Reveal a character's thoughts</p>	<p><b>Explanation</b></p> <p>Consider your audience and vary your tone and formality for a desired effect</p> <p>Explain hypothetical outcomes using degrees of possibility (modal verbs):</p> <p>Explain the impact on different stakeholders, varying the reasons accordingly</p>	<p><b>Description</b></p> <p>Ensure all word choices earn their place</p> <p>Use precise detail when describing</p> <p>Select detail and describe for a purpose</p>	<p><b>Information</b></p> <p>Present facts in a formal tone, using the passive voice</p> <p>Use of superlatives.</p> <p>Impress the reader by using quotes</p>	<p><b>Dialogue</b></p> <p>Dialogue to move the story on.</p> <p>Show character through what they say.</p> <p>Have characters discuss other characters and reflect on events</p>	<p><b>Discussion</b></p> <p>Consider your audience and vary your tone.</p> <p>Explore differing views and ideas, sometimes being tentative</p> <p>Include counter arguments within paragraph</p> <p>Back up with information, reasons or evidence</p>	<p><b>Action</b></p> <p>Mirror the character's feelings through the setting</p> <p>Push for vocabulary that powerfully connects to the desired mood</p> <p>Use speech to advance the action and show emotion</p> <p>Use repetition to build tension</p>	<p><b>Instruction</b></p> <p>Consider your audience and vary your tone</p> <p>Drop in important information to explain and clarify with relative clauses</p> <p>Explain any technical language which may cause confusion</p>	<p><b>Suspense</b></p> <p>hide the threat</p> <p>make your character hear, see, touch, smell or sense something ominous</p> <p>surprise the reader with the unexpected</p> <p>suggest something is about to happen</p>

# Writing overview

## Year 6 Talk for Writing Texts overview



Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction		Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non fiction
Text	Hedwig story	Creating a scary monster	Stormbreaker		Wild Boy	Newspaper report – Is Wild Boy guilty?	Dominic's discovery/ Horrible café	Ghost – Trainer advert/Police report	Leaflet for residential	Year 6 production script	If by Rudyard Kipling	Production
Story pattern/ text type	Narrative	Scary story	Action/Adventure story		Character and setting description.	Newspaper report	Re-writing a chapter – humour/Letter of complaint.	Character – report writing	Leaflet/brochure	Script writing	Poetry	Performance
Toolkit Focus:	<p><b>Description</b></p> <p>Show the scene through the character's eyes</p> <p>Reflect a character's feelings in the setting</p> <p>Change atmosphere</p> <p>Pick out unusual details to bring different settings alive</p>	<p><b>Suspense</b></p> <p>personify the setting</p> <p>create atmosphere</p> <p>suggest something is about to happen</p> <p>reveal the character's thoughts</p>	<p><b>Action</b></p> <p>Use a character's reaction</p> <p>Use dialogue to advance the action and show emotion</p> <p>Use repetition to build tension</p> <p>Mirror the character's feelings through the setting</p>		<p><b>Character</b></p> <p>Drop in a few details to suggest character</p> <p>Show (not tell) how characters feel</p> <p>Use other character's comments or reactions</p> <p>Show how a character feels on the inside whilst pretending something else</p>	<p><b>Recount</b></p> <p>Add authenticity to the recount by including direct or reported speech</p> <p>Add engaging detail</p> <p>Manipulate the organisation of your writing to suit the audience</p> <p>Consider your audience</p>	<p><b>Setting</b></p> <p>Use a detailed sentence of 3 to describe what can be seen, heard or touched</p> <p>Pick out unusual details to bring different settings alive</p> <p>Reflect your feelings in the setting</p>	<p><b>Information</b></p> <p>Consider your audience and vary your tone and formality for a desired effect</p> <p>Present facts in a formal tone, using the passive voice</p> <p>Create and sustain the reader's attention using interesting phrases</p>	<p><b>Persuasion</b></p> <p>Drop in opinion presented as fact through relative clauses</p> <p>Counter potential barriers</p> <p>Make sure your writing is consistent by maintaining the same tone and style throughout</p> <p>Weave in other non-fiction purposes, such as information</p>	<p><b>Dialogue</b></p> <p>Have characters discuss other characters and reflect on events</p> <p>Add to the speech sandwich by adding in the listener's reaction</p> <p>Also add in something else that is needed to keep the action moving forwards</p> <p>Complete with what the listener says</p>	<p><b>Poetry</b></p> <p>Poetic language</p> <p>Rhyming patterns</p>	<p><b>Delivering and acting parts</b></p>