



ENGLISH WRITING LONG TERM PLANNING DOCUMENT

Aims

This document outlines the teaching and learning of the Talk 4 Writing Cycle at The Greenfields Federation.

Through the application of this document we aim to raise the standard of writing, within each year group to ensure that all children reach their potential, through the delivery of well-planned and well-structured lessons that are adapted to meet the needs of each individual child.

Curriculum Intent Statement

At the Greenfields Federation, the implementation of the Talk for Writing approach has enabled us to ignite a passion for writing across each key stage. Throughout the Talk for Writing cycle, the children build and internalise a bank of stories that support them in developing their confidence, imagination, creativity, vocabulary and transcription. Talk for Writing fundamentally teaches children how to be writers – not just how to write. It supports children to be able to generate ideas, write confidently for a variety of audiences and purposes and allows opportunities for children to build and draw upon their reading skills.

Why the Talk 4 Writing Approach?

- The T4W approach allows children to rehearse and internalise sentence and language patterns to draw upon to use in their independent writing across the curriculum.
- The approach exposes the children to a range of texts types (fiction and non-fiction), which allows the children to write in a variety of styles, for different purposes.
- The approach allows the children to become independent writers, as children are encouraged to take ownership of their ideas.
- The T4W approach allows teachers to model their knowledge and skill as well as high expectations of writing though shared writing, that is interwoven through each cycle.
- Throughout the cycle, the children are given regular feedback based on their individual needs to continually develop as a writer.
- In writing, children are given plenty of opportunities to edit and improve their work based on peer and teacher feedback.
- T4W encourages discussion of vocabulary and the meaning of unfamiliar words, which will help the children to broaden their own vocabulary and increase their understanding of spelling patterns.

Overview

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Short Burst	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
¾ (B)	Text: King Midas Genre: Wishing Tale Focus: Character		Text: An adventure in Greece. Genre: Meeting Tale Focus: Dialogue	How to slay a Minotaur Genre: Instructions	Text: The ground gives way Genre: Warning Tale Focus: Action	Text: Tigers (sabre tooth) Genre: Non-Chronological Report	Text: The lost map? Genre: Finding tale Focus: Suspense	Text: How to defend a hill fort. Genre: Explanation	Text: Jeremy's Journey (Africa) Genre: Focus: Setting	Poetry TBC	Text: Kingdom of Benin Genre: TBC Focus: Openings and ending	Text: Moving to another country. Genre: Persuasion



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Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Short Burst	Non-fiction	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
5/6 (B)	Text: The Gas Mask Genre: Portal Story Focus: Character		Text: Should Britain have fought in WW1? Genre: Discussion	Text: War Game Genre: Meeting Focus: Dialogue	Text: Galapagos Genre: Description Focus: Setting	Text: Katherine Johnson Genre: Biography	Text: Holes Genre: Warning Tale Focus: Openings and Endings	Text: Should Stanley try to escape? Court report. Genre: Persuasion	Text: Ernest's adventure to Britain. Genre: Wishing tale Focus: Dialogue	Poetry TBC	Text: Beowulf Genre: Defeating the monster Focus: Action	Text: How did Vikings colonise Britain? Genre: Explanation

Skill and Knowledge ladder



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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>Terminology</u>	To recognise and use the terms: -Letter -Word -Finger Spaces -Sentence -Full Stops -Capital Letter	To recognise and use the terms: -letter, - capital letter, -word, -singular, -plural, -sentence, -punctuation, - full stop, - question mark -exclamation mark.	To recognise and use the terms: - noun, -noun phrase, -statement, -question, -exclamation, -command, -compound, -suffix, -adjective, - adverb, - verb, -present tense, - past tense, -apostrophe - comma.	To recognise and use the terms: -preposition, -conjunction, - word family, -prefix, -clause, -subordinate clause, -direct speech, -consonant, -consonant letter, -vowel, -vowel letter -inverted commas (or speech marks). -synonym, -antonym,	To recognise and use the terms: -determiner, -pronoun, - possessive pronoun -adverbial	To recognise and use the terms: - modal verb, - relative pronoun, -relative clause, -parenthesis, -bracket, - dash, -cohesion -ambiguity -passive,	-To recognise and use the terms: -subject, -object, -active, -passive, -ellipsis, -hyphen, -colon, -semi-colon -bullet points.
<u>Structure Fiction</u>	-Whole class retelling of story -Understanding of beginning/ middle / end -Retell simple 5-part story Story Language Once upon a time First / Then / Next But So/ Finally,.....happily ever after	Planning 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: Story Language	Planning Plan opening around character(s), setting, time of day and type of weather Understanding 5 parts to a story with more complex vocabulary Story Language Opening e.g. In a	Planning Plan opening around character(s), setting, time of day and type of weather Structure Paragraphs to organise ideas into each story part Extended vocabulary to	Planning Plan opening using: Description /action Structure 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	Planning Plan opening using: Description /action/dialogue Structure Paragraphs: Vary conjunctions within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas	Consolidate Year 5 list Planning Secure independent planning across story types using 5 part story structure. Structure Paragraphs: Vary conjunctions within paragraphs to build cohesion into a paragraph Use change of



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		<p>Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,../ Unfortunately,... Resolution Fortunately,... Ending Finally,....</p>	<p>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.</p>	<p>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 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>Developed 5 parts to story 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 Clear distinction between resolution and ending. Ending Should include reflection on events or the characters.</p>	<p>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 forward to the future ask a question.</p>	<p>place, time and action to link ideas across paragraphs. Include suspense, cliff hangers, flashbacks/forwards, time slips **Start story at any point of the 5 part structure** 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 forward to the future ask a question.</p>
Structure Non-Fiction	<p>Factual writing closely linked to a story Simple factual</p>	<p>Heading Introduction Opening factual statement</p>	<p>Introduction: Heading Hook to engage reader Factual statement</p>	<p>Paragraphs to organise ideas around a theme</p>	<p>Paragraphs to organise ideas around a theme Logical</p>	<p>Secure use of range of layouts suitable to text. Secure use of</p>	<p>Secure planning across nonfiction genres and application</p>



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<p>sentences based around a theme</p> <ul style="list-style-type: none"> -Names -Labels -Captions -Lists -Diagrams -Message 	<p>Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams</p> <p>Ending Concluding sentence</p>	<p>/ 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>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</p> <p>Extra tips! / Did-you-know? facts / True or false?</p>	<p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</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</p> <p>Develop Ending Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment his hat behind.</p>	<p>organisation</p> <p>Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams</p> <p>Introduction Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</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</p> <p>Flow diagram</p> <p>Ending could Include personal opinion, response, extra information, reminders,</p>	<p>paragraphs:</p> <p>Introduction Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Middle Section(s) Link ideas within and across paragraphs using a full range of conjunctions and signposts Use rhetorical questions to draw reader in Express own opinions clearly Consistently maintain viewpoint</p> <p>Ending Summary clear at the end to appeal directly to the reader</p>	<p>Use a variety of text layouts appropriate to purpose</p> <p>Use appropriate formal and informal styles of writing</p> <p>Introduction Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Middle section(s) Express balanced coverage of a topic 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)</p> <p>Ending Use different techniques to conclude texts Choose or create publishing format to enhance text type and engage the</p>
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					question, warning, encouragement to the reader		reader Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
<u>Punctuation</u>	<ul style="list-style-type: none"> -To use finger spaces -To use full stops -To use capital letters 	<ul style="list-style-type: none"> -To use capital letters for names, places, the days of the week and the personal pronoun 'I'. -To use finger spaces. -To use full stops to end sentences. -To begin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> -To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> -To use the full range of punctuation from previous year groups. -To punctuate direct speech accurately, including the use of inverted commas. 	<ul style="list-style-type: none"> - To use the full range of punctuation from previous year groups. -To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. - To consistently use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> - -To use the full range of punctuation from previous year groups. -To use commas consistently to clarify meaning or to avoid ambiguity. -To use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> -To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, - To use such punctuation precisely to enhance meaning and avoid ambiguity.
<u>Grammar</u>	<p>Early Learning Goal</p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds 	<ul style="list-style-type: none"> -To use familiar adjectives to add detail (e.g. red apple, bad wolf). - To begin to use "and" to create extended sentences (e.g. She was very slim and very tall), and 	<ul style="list-style-type: none"> -To use statements -To use questions -To use commands -To use exclamations To use some expanded noun phrases -To use present and past tense 	<ul style="list-style-type: none"> -To can use some expanded noun phrases <i>the tall girl, the blue jumper</i> -To I can use present and past tense correctly and consistently 	<ul style="list-style-type: none"> -To use expanded noun phrases, adding adjectives, nouns and preposition phrases e.g. the orphan □ the unhappy orphan with curly hair 	<ul style="list-style-type: none"> -To use subordinate clauses in a variety of ways (e.g. When it stopped raining; Creeping quietly) -To use paragraphs to clearly indicate change in narrative writing (e.g. action, setting, time) – and to 	<ul style="list-style-type: none"> -To use some cohesive devices within and across sentences and paragraphs -To use different verb forms mostly accurately -To use a range of cohesive devices*, including adverbials,



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	<p>in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>to join clauses (e.g. She was very tall and she liked eating sweets) -To expand detail to ideas using "and" - To use simple conjunctions (e.g. and, but, so) to connect clauses</p>	<p>mostly correctly and consistently -To use coordination (or, and, but) -To use some subordination (when, if, because)</p>	<p>-To use conjunctions <i>or, and, but, when, if, that, because</i> -To use contractions <i>it's, can't, don't, I'm</i> -To use conjunctions to say where, when and why <i>when, before, after, while, so, because</i> -To use adverbs starters say where, when and why <i>then, next, soon, therefore.</i> -To use prepositions to say where, when and why <i>before very long, , after the meal</i> -To use the present perfect form He has gone out to play instead of He went out to play</p>	<p>-To use fronted adverbials to introduce sentences and aid cohesion <i>Later that day, I heard the bad news.</i> -To use apostrophes for omission and possession -To use apostrophes to mark plural possession <i>the girl's name or the girls' names</i> -To link ideas within paragraphs/sections <i>e.g. use of pronouns or adverbials</i> -To use pronouns and nouns to aid cohesion and avoid repetition</p>	<p>construct logical development in non-fiction -To use a range of relative clauses to add interest and detail to nouns in a sentence -To use modal verbs and adverbs to indicate degrees of possibility -To use the passive verb form to aid formality in my writing - To use a range of devices to build cohesion within paragraphs (e.g. sequencing words and phrases; pronouns, co-ordinating and subordinating conjunctions) -To link ideas across paragraphs using a range of adverbials (time, place, number and cause) -To use a broader range of co-ordinating and subordinating conjunctions to extend meaning (e.g. <i>although, however, whenever</i>)</p>	<p>within and across sentences and paragraphs -To use passive verbs mostly appropriately -To use modal verbs mostly appropriately <u>-To</u> use a wide range of clause structures, sometimes varying their position within the sentence <u>-To</u> use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision -To</p>
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Please see the **Northolmes Talk 4 Writing Progression Guide** for the full details of how this writing approach is used at Northolmes.



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