

Talk for Writing Overview

	Text Structure	Sentence construction	Word structure / language	Punctuation	Terminology
FS1	<p>Introduce beginning / middle / end Retelling a familiar story</p>	<p>Introduce Simple sentences</p>	<p>Introduce Prepositions Up Down In Out Under Over</p>	<p>Introduce Finger spaces</p>	<p>Introduce Letter Word</p>
FS2	<p>Introduce The planning tool- story map/story mountain</p> <p>Understand beginning/ middle/ end</p> <p>Retell a simple 5-part story:</p> <ul style="list-style-type: none"> • Once upon a time – first/ then/ next- • but– • so- • finally...happily ever after <p>Non-fiction Factual writing closely linked to a story</p> <p>Simple factual sentences based around a theme</p> <ul style="list-style-type: none"> • Names 	<p>Introduce Simple sentences</p> <p>Simple connectives-</p> <ul style="list-style-type: none"> • And • Who • Until • But <p>Say a sentence, write and read it back to check it makes sense</p> <p>Compound sentences using connectives- co-ordinating conjunctions</p> <ul style="list-style-type: none"> • And/but • -ly openers • Luckily / unfortunately 	<p>Introduce Determiners: The A My Your An This That His Her Their Some All</p> <p>Prepositions: Up Down In Into Out Onto</p>	<p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</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>

	<ul style="list-style-type: none"> • Label • Captions • Lists • Diagrams • Message 	<p>“Run” – repetition for rhythm For example: <i>he walked and he walked</i> Repetition in description For example: <i>a lean cat, a mean cat</i></p>	<p>Adjectives: For example; little, big, old, small, quiet</p> <p>Adverbs: For example; luckily, unfortunately, fortunately</p> <p>Similes- using “like”</p>		
Year 1	<p>Consolidate the FS2 list</p> <p>Introduce: Fiction Planning tools- story map/story mountain (see story type grids at the end of the document)</p> <p>Planning opening around character(s), time of day and type of weather</p> <p>Understanding- beginning, middle and end to a story</p> <p>Understanding 5-parts to a story: Opening- once upon a time; Build-up- one day... Problem/dilemma- suddenly.../unfortunately...</p>	<p>Consolidate the FS2 list</p> <p>(See connectives and signposts document)</p> <p>Introduce: Types of sentences</p> <ul style="list-style-type: none"> • Statements • Questions • Exclamations <p>Simple connectives And Or But So Because So that Then That While</p>	<p>Consolidate the FS2 list</p> <p>Introduce: Prepositions- Inside Outside Towards Across Under</p> <p>Determiners- The, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p>Adjectives to describe For example <i>The old house</i> <i>The huge elephant</i></p>	<p>Consolidate the FS2 list</p> <p>Introduce: Capital letters Capital letters for names Capital letters 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 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>Introduce: Punctuation Question mark Exclamation mark Speech bubble Bullet points</p>

	<p>Resolution- fortunately... Ending- finally...</p> <p>Non-fiction Planning tools: Text map/washing line Heading</p> <p>Introduction- opening factual statement</p> <p>Middle section(s)- simple factual sentences around <i>a</i>, <i>them</i> Bullet points for instructions Labelled diagrams</p> <p>Ending- concluding sentence</p>	<p>When Where</p> <p>Also as openers While... When... Where...</p> <p>-ly openers Fortunately,... unfortunately, Sadly...</p> <p>Simple sentences, for example <i>I went to the park.</i> <i>The castle is haunted</i></p> <p>Embellish simple sentences using adjectives, for example <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p>Compound sentences using connectives (co- ordinating conjunctions) and/or/but/so, for example <i>The children played on the swings and slid down the slide.</i></p>	<p>Alliteration- For example <i>Dangerous dragon</i> <i>Slimy snake</i></p> <p>Similes using as...as... For example <i>As tall as a house</i> <i>As red as a radish</i></p> <p>Precise, clear language to give information For example <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 For example <i>Dog-dogs</i> <i>Wish-wishes</i></p> <p>Suffixes that can be added to verbs For example <i>Helping, helped, helper</i></p> <p>How the prefix un- changes the meanings of verbs and adjectives For example <i>Negation- unkind</i></p>		<p>Singular/plural Adjective Verbs Connective Alliteration Simile “as”</p>
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Year 2	Consolidate year 1 list	Consolidate year 1 list	Consolidate year 1 list	Consolidate year 1 list	Consolidate

	<p>Introduce: Fiction Secure use of planning tools: story map / story mountain / story grids / “boxing-up” grid (refer to story types grid)</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 In a land far away... One cold but bright morning...</p> <p>Build up E.g Later that day...</p> <p>Problem / dilemma E.g To his amazement...</p> <p>Resolution E.g as soon as</p> <p>Ending</p>	<p>Introduce: (see connectives and sentence signposts section)</p> <p>Types of sentence Statements Questions Exclamations Commands</p> <p>-“ly” starters For example <i>usually, eventually, finally, carefully, slowly...</i></p> <p>Vary openers to sentences</p> <p>Embellish simple sentences using: Adjectives, for example, the boys peeped inside the dark cave. Adverbs, for example, Tom ran quickly down the hill.</p> <p>Secure use of compound sentences (coordination) Using connectives and / or / but / so</p>	<p>Introduce: Prepositions- behind / above / along / before / between / after</p> <p>Alliteration For example <i>Wicked witch</i> <i>Slimy slugs</i></p> <p>Similes using ...like... For example <i>...like sizzling sausages</i> <i>...hot like a fire</i></p> <p>Two adjectives to describe the noun For example <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails</i></p> <p>Adverbs for description For example <i>Snow fell gently and covered the cottage in the wood.</i></p> <p>Adverbs for information For example <i>Lift the pot carefully onto the tray.</i></p>	<p>Introduce: Demarcate sentences</p> <p>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 For example <i>Fortunately,...</i> <i>slowly,...</i></p> <p>Speech bubbles / speech marks for direct speech</p> <p>Apostrophes to mark contracted forms in spelling, for example <i>don’t, can’t</i></p> <p>Apostrophes to mark singular possession For example <i>The cat’s name</i></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 Simile- “as” / “like”</p> <p>Introduce: Apostrophe (contractions and singular possessions)</p> <p>Commas for description</p> <p>“speech marks”</p> <p>Suffix</p> <p>Verb / adverb</p>
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	<p>E.g Luckily, fortunately</p> <p>Ending Should be a section rather than one final sentence, for example, suggest how the main character is feeling in the final situation.</p> <p>Non-fiction Introduce: Secure use of planning tools- text map / washing line / boxing-up grid</p> <p>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</p> <p>Ending</p>	<p>(coordinating conjunctions)</p> <p>Complex sentences (subordination) using Drop in relative clause- who/which For example <i>Sam who was lost, sat down and cried.</i></p> <p><i>The Vikings who came from Scandinavia, invaded Scotland.</i></p> <p><i>The Fire of London, which started in Pudding Lane, spread quickly.</i></p> <p>Additional subordinating conjunctions What / while / when / where / because / then / so that / if / to / until For example <i>While the animals were munching breakfast, two visitors arrived.</i> <i>During the autumn, when the weather is cold, leaves fall off the trees.</i></p>	<p><i>The river quickly flooded the town.</i></p> <p>Generalisers for information For example <i>Most dogs</i> <i>Some cats</i></p> <p>Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives</p> <p>Using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p>		<p>Statement Question Exclamation Command (bossy verb)</p> <p>Tense (past, present, future)</p> <p>Adjective / noun</p> <p>Noun phrases</p> <p>Generalisers</p>
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	<p>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</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress For example <i>She is drumming</i> <i>He was shouting</i></p>	<p>Use long and short sentences Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases For example <i>Lots of people, plenty of food</i></p> <p>List of three for description For example <i>He wore old shoes, a dark cloak and a red hat.</i></p> <p><i>African elephants have long trunks, curly ears and large ears.</i></p>			
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STORY TYPES

Wishing Tale: Generic Structure:		Warning Tale: Generic Structure:	
Opening	Main character wants something badly	Opening	Main character(s) are warned not to do something
Build up	Main character tries to get it	Build up	Main character (s) do what they have been warned against
Problem	Main character is prevented by some sort of difficulty	Problem	Something goes wrong and the main character(s) are in trouble
Resolution	Main character overcomes the difficulty	Resolution	Main character(s) are eventually rescued
Ending	Main character gets what they want. (Was it worth it?)	Ending	Main character(s) are told off/punished for not listening to the warning.
Conquering the Monster Tale: Generic Structure:		Finding Tale: Generic Structure:	
Opening	Introduce the main character(s) all is well	Opening	Introduce the Main character
Build up	A monster appears and causes problems	Build up	Main character goes somewhere and finds something unusual/amazing/important
Problem	The monster is difficult to defeat	Problem	Something goes wrong and it is the fault of the object found

Resolution	Main character(s) defeat the monster	Resolution	Main character has to put object back/throw it away/hide it/call for help/sort it out
Ending	All is well again (Main character(s) gets a reward)	Ending	All is well again and lessons have been learnt.
Journey Tale:	Generic Structure:	Losing Tale:	Generic Structure:
Opening	Main character goes on a journey	Opening	Main character has something precious
Build up	Something small goes wrong	Build up	Main character sets off with the precious item
Problem	Something worse happens Something even worse happens	Problem	Main character loses the precious item and has to search for it/face the consequences
Resolution	The obstacles are overcome	Resolution	The precious item is found
Ending	Main character gets there in the end	Ending	Main character vows to keep the item safe/reflects on their feelings/learns a lesson
Rags to Riches Tale:	Generic Structure:	Tale of Fear:	Generic Structure:
Opening	Introduce the main character	Opening	Main character is afraid of something and is worried about it/gets teased about it
Build up	Main character is sad/lonely/treated badly	Build up	Main character starts to do something
Problem	Main character has to face difficulties because of their situation	Problem	What main character fears actually happens
Resolution	Main character overcomes difficulties/Is helped to overcome the difficulties	Resolution	Main character overcomes the fear
Ending	Main character achieves happiness /wealth/recognition	Ending	Main character has conquered the fear/reflects/looks to the future
Meeting Tale:	Generic Structure:	Character Flaw:	Generic Structure:
Opening	Two main character(s) meet	Opening	Introduce main character and situation

Build up	Main character(s) disagree and go their separate ways	Build up	Character flaw is revealed
Problem	Something happens to one main character	Problem	The flaw leads the main character into trouble
Resolution	The other main character saves/helps them	Resolution	Main character learns a lesson and changes their ways
Ending	Main character s make friends/agree	Ending	All is well for the future because of the change

Phrase bank – Connectives/ Sentence signposts signalling:

<p>Generalisation:</p> <ul style="list-style-type: none"> ➤ Usually, ... ➤ Typically, ... ➤ a few... ➤ some... ➤ most... ➤ like most... ➤ occasionally, ... ➤ The main features... ➤ The majority... ➤ Many... ➤ All... 	<p>Uncertainty:</p> <ul style="list-style-type: none"> ➤ It is possible that... ➤ It has been suggested... ➤ It could be argued that.. ➤ Perhaps the answer is... ➤ Another possible explanation is... ➤ One suggestion is... ➤ Perhaps... ➤ Whether or not... 	<p>Evaluation:</p> <ul style="list-style-type: none"> ➤ It would have been better if... ➤ It could be improved by... ➤ If I were to... ➤ On reflection, ... ➤ The most effective... ➤ The least effective... ➤ The part I like best/ least... ➤ The thing I would change... 	<p>Time:</p> <ul style="list-style-type: none"> ➤ First, ... ➤ Next, ... ➤ After that, ... ➤ A few days later, ... ➤ From that point on, ... ➤ Later on, ... ➤ Eventually, ... 	<p>Ending:</p> <ul style="list-style-type: none"> ➤ In conclusion, ... ➤ Did you know...? ➤ In the end, ... ➤ Finally, ... ➤ Warning! ➤ The most amazing/interesting thing... 	<p>Comparison:</p> <ul style="list-style-type: none"> - For similarities ➤ Equally, ... ➤ Similarly, ... ➤ Just as ➤ In the same way, ... - For differences ➤ In contrast, ... ➤ Compared with... ➤ ... is different from... ➤ Whereas...
<p>Emphasis:</p> <ul style="list-style-type: none"> ➤ Most of all, ... ➤ Least of all, ... ➤ Most importantly, ... ➤ In fact, ... 	<p>Cause and effect:</p> <ul style="list-style-type: none"> ➤ Because... ➤ This causes... ➤ So... ➤ So that... 	<p>Addition:</p> <ul style="list-style-type: none"> ➤ Furthermore, ... ➤ Additionally, ... ➤ In addition, ... ➤ Moreover, ... 	<p>Links:</p> <ul style="list-style-type: none"> ➤ who ➤ which ➤ that 	<p>Introduction:</p> <ul style="list-style-type: none"> ➤ Why is...? ➤ Have you ever...? ➤ Everybody has heard of... 	<p>Change of direction:</p> <ul style="list-style-type: none"> ➤ But ➤ However, ... ➤ Although, ... ➤ On the other hand, ...

	<ul style="list-style-type: none">➤ Therefore, ...➤ Owing to...	<ul style="list-style-type: none">➤ Also, ...➤ Another thing you can do...	Examples: <ul style="list-style-type: none">➤ For example, ...➤ For instance, ...	<ul style="list-style-type: none">➤ Read on, and follow these...	<ul style="list-style-type: none">➤ Unfortunately, ...➤ Fortunately, ...➤ Despite...
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