**Talk4 writing – Long term overview**

**EYFS**

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| **Nursery** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Nursery Rhymes | Brown bear, brown bear what do you see | The very busy spider | We’re going on a bear hunt | Little red hen | The Three Billy goats gruff |
| **Reception** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Gingerbread man | Farmer Duck | Mr Gumpys outing | Monkey Puzzle | Harry and the bucket full of dinosaurs | The three little pigs |

**Talk4Writing Overview 2022 - 2023**

**Year 1**

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| **Autumn 1**  **Curriculum –**  **Text – The Enormous turnip**  **Basic skills (2 weeks) –**  Focus – letter formation, finger spaces, writing sentences  Outcome – range of simple sentences about the story and characters  **Cumulative Tale**  Focus – story structure  Grammar – sentence structure, conjunctions and/but, repetition  Outcome / Hot Task – Innovated version e.g. enormous potato | **Autumn 2**  **Curriculum – Really Wild!**  **Text – Where the Wild Things Are**  **Character description**  Focus – character description  Grammar - adjectives, ‘and’ conjunction.  Outcome – Children to invent their own wild thing and describe.  **Poetry**  **If I had wings By Pie Corbett**  Grammar – adjectives  Children to write their own version of the poem thinking about if they had wings. | **Spring 1**  **Curriculum –**  **Text – Handa’s Surprise**  **Handa’s Surprise**  **Journey Tale**  Focus – description  Grammar – adjectives / noun phrases, time conjunctions  Outcome – Children write a journey tale where Akeyo visits Handa and vegetables are stolen  **Instructions**  Focus – Writing in a non fiction style.  Grammar – Time conjunctions and verbs  Outcome – To write instructions to make smoothies. |
| **Spring 2**  **Curriculum –**  **Text – Lost and found**  **Wising tale**  Focus – Setting description  Grammar – who as a relative clause and noun phrases.  Outcome – Children to write a story about wishing for a friend.  **Report**  Focus – Writing in a non fiction style  Grammar - ?! and technical vocabulary  Outcome - Children to write a report about a polar animal in the correct tense. | **Summer 1**  **Curriculum –**  **Text – Jack and the beanstalk**  **Overcoming the monster**  Focus – Story structure and use of action.  Grammar – Verbs and noun phrases – recap conjunctions taught so far  Outcome / Hot Task – children to invent their own monster and write an overcoming the monster story  **Report**  Focus – using detail to explain facts clearly.  Grammar – extended sentences and a range of conjunctions, technical vocab.  Outcome - To write a report about the monster from their story. | **Summer 2**  **Curriculum –**  **Text – The Snail and the Whale**  **Journey tale**  Focus – Setting description  Grammar – All the grammar taught throughout year 1  Outcome – Write a story about the whales next adventure with all of the snails.  **Poetry**  **The Big Big Sea by Martin Waddell**  Children to innovate by writing a poem about a walk along the beach. |

**Year 2**

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| **Autumn 1**  **Curriculum –**  **Text – Meerkat Mail**  **Meerkat Mail**  **Journey Tale**  Focus – setting description, sentence construction  Grammar – expanded noun phrases, compound sentences  Outcome / Hot Task – create an additional setting for Sunny to visit to embellish the story (can be imaginary)  **Report**  Grammar – list of 3 for description, generalisers for information, relative clauses with who/which  Outcome / Hot Task – Report about an alien (invented by the children) | **Autumn 2**  **Curriculum –**  **Text - Katie in London**  **Katie in London**  **Diary recount**  Focus – use of emotion  Grammar – use of coordinating conjunctions, greater range of adjectives for emotion  Outcome / Hot Task – 1st person recount of school trip to London or an imaginary day out in London  **Poetry**  List poem describing London, using all of the senses | **Spring 1**  **Curriculum –**  **Text – Otherwise BFI short film & Elmer**  **Otherwise**  **A tale of belonging**  Focus – story structure  Grammar – time conjunctions, expanded noun phrases. Showing character emotions and feelings.  Outcome – Children to write a story about an animal who is different.  **Poetry**  Animal poetry |
| **Spring 2**  **Curriculum –**  **Text – Supertato**  **Supertato**  **Overcoming the Monster Tale**  Focus – Action  Grammar – ly openers, subordinating and coordinating conjunctions, verb choices, sentence of three action  Outcome / Hot Task – write own overcoming the monster story featuring a superhero  **Instructions**  Focus – giving precise instructions  Grammar – subordinating conjunctions (when / while / until / then)  Outcome / Hot Task – Set of instructions for trapping a mythical creature | **Summer 1**  **Curriculum –**  **Text – The Owl Who Was Afraid of the Dark**  **Owl Who Was Afraid of the Dark**  **Tale of Fear**  Focus - story structure, passing of time in a story  Grammar – time conjunctions, varied sentence openers, verbs  Outcome / Hot Task – own tale of fear (new characters and new fear)  **Persuasive letter**  Focus – presenting an argument  Grammar – Conjunctions, tense, !  Outcome – Children to write a letter to their own character explaining why they should not be scared. | **Summer 2**  **Curriculum –**  **Text – Traction Man is Here!**  **Traction Man**  **Non chronological report**  Grammar – relative clauses with who/which, expanded noun phrases  Outcome / Hot Task – Report about an invented you  **Poetry**  Poems to perform – superhero poems – Neal Zetter |