**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 sentencesOutcome – range of simple sentences about the story and characters**Cumulative Tale** Focus – story structureGrammar – sentence structure, conjunctions and/but, repetitionOutcome / Hot Task – Innovated version e.g. enormous potato | **Autumn 2****Curriculum – Really Wild!****Text – Where the Wild Things Are****Character description** Focus – character descriptionGrammar - 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 – descriptionGrammar – adjectives / noun phrases, time conjunctionsOutcome – 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 verbsOutcome – To write instructions to make smoothies.  |
| **Spring 2****Curriculum –** **Text – Lost and found****Wising tale**Focus – Setting descriptionGrammar – 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 styleGrammar - ?! and technical vocabularyOutcome - 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 farOutcome / 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 descriptionGrammar – All the grammar taught throughout year 1Outcome – 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 constructionGrammar – expanded noun phrases, compound sentencesOutcome / 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/whichOutcome / 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 emotionGrammar – use of coordinating conjunctions, greater range of adjectives for emotionOutcome / 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 structureGrammar – 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 – ActionGrammar – ly openers, subordinating and coordinating conjunctions, verb choices, sentence of three actionOutcome / Hot Task – write own overcoming the monster story featuring a superhero**Instructions**Focus – giving precise instructionsGrammar – 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 storyGrammar – time conjunctions, varied sentence openers, verbsOutcome / Hot Task – own tale of fear (new characters and new fear)**Persuasive letter**Focus – presenting an argumentGrammar – 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 phrasesOutcome / Hot Task – Report about an invented you**Poetry**Poems to perform – superhero poems – Neal Zetter |