

Gaps in learning:

Children not working at ARE should be supported in catching up as quickly as possible. Focussed groups should support children in:

- Letter formation
- Phonic knowledge – through the rigorous implementation of the SSP
- Sentence structure – following DPS sentence progression

Pupils should also take part in ARE lessons ensuring that they have access to the quality text, vocabulary and grammar specific language.

EYFS Talk 4 Writing:

Phonics lessons focus specifically on the technical aspects of writing supporting pupils with letter formation, spelling words using the phonemes that they know and combining words to create a sentence. This will ensure that they have the foundations necessary for progression in Year 1 as per our DPS writing progression.

Talk 4 Writing sessions will focus on ensuring that pupil's have access to a language rich environment through songs, poems, fictional and factual texts. This allows them to develop their vocabulary, reading comprehension and use of text specific language which is crucial to them becoming successful writers.

Years 1 – 3 Talk 4 Writing:

Text map: This exemplifies the model text in pictorial form. Children will not learn the map in the first session – repeated practice is necessary to allow them to completely internalise it. This means going through the text map before each lesson and at other points of day e.g. lining up for lunch, home time etc...

Model text: This needs to be at a suitable level for your pupils. It must include the grammar focus for that block and be phonically relevant to their stage of learning. Considering the working memory and not wanting to overload children; Year 1 – 5 simple sentences, Year 2 – approximately 100-150 words (roughly 10 sentences), Year 3 – approx. 200 words (roughly 15 sentences). Quality over quantity is the key here.

Substitution tables: A great resource that we want children to begin to use. When writing your model text, consider the specific vocabulary you want the children to learn and create a substitution table to support pupils in adapting the text using this.

Day	Nursery	Reception
1	WALT: Cold talk <i>Staff assess child's ability to talk a text and adapts work for support / challenge pupils as necessary</i>	WALT: Cold talk <i>Staff assess child's ability to talk a text and adapts work for support / challenge pupils as necessary</i>
2	WALT: Internalise the story structure Text map – children listen to a range of story types and join in with vocalisations and actions.	WALT: Internalise the story structure Text map – Children listen to familiar stories with increasing recall. They can join in with repeated refrains.
3	WALT: Internalise the story structure Text map – children listen to a range of story types and join in with vocalisations and actions.	WALT: Internalise the story structure Text map – Children listen to familiar stories with increasing recall. They can join in with repeated refrains.
4	WALT: Internalise the story structure – Whole text Text map – children listen to a range of story types and join in with vocalisations and actions.	WALT: Internalise the story structure – Whole text Text map – Children listen to familiar stories with increasing recall. They can join in with repeated refrains.
5	WALT: Embedding the language structure Children must learn to understand the vocabulary of the text building up a range of vocabulary that they use in other situations.	WALT: Embedding the language structure Children understand and use the vocabulary and forms of speech that are influenced by what they have read.
6	WALT: Understand the text – Children understand simple sentences and begin to have favourite stories and text types.	WALT: Understanding the text – Children are aware of the way stories and texts are structured. Children respond with relevant questions, comments and actions.
7	WALT: Understand the text – Children understand simple sentences and begin to have favourite stories and text types.	WALT: Understand the text – introduces the idea that writing serves a purpose – look at other examples of the same writing purpose. Children respond with relevant questions, comments and actions.
8	WALT: Read as a reader – group 1 Use drama /role play. Focus should be on enabling pupils to embed vocabulary in their play.	WALT: Read as a reader – group 1 Use drama /role play. Focus should be on enabling pupils to embed vocabulary and sentence structure in their play.
9	WALT: Read as a reader – group 2 Use drama /role play. Focus should be on enabling pupils to embed vocabulary in their play.	WALT: Read as a reader – group 2 Use drama /role play. Focus should be on enabling pupils to embed vocabulary and sentence structure in their play.
10	WALT: Imitate part of the text – group 1 Children can fill in the missing words or phrases in a known text.	WALT: Imitate part of the text – group 1 Vocabulary focus e.g. once upon a time, first, next – use the text to teach skill and imitate – a word or sentence to a new situation.
11	WALT: Imitate part of the text – group 2 Children can fill in the missing words or phrases in a known text.	WALT: Imitate part of the text – group 2 Vocabulary focus e.g. once upon a time, first, next – use the text to teach skill and imitate – a word or sentence to a new situation.
12	WALT: Plan my own version– group 1 Have toys / props that they can use to make their own version of the text.	WALT: Plan my own version– group 1 Children begin to tell their own stories with toys / props that are similar to the text.
13	WALT: Plan my own version– group 2 Have toys / props that they can use to make their own version of the text.	WALT: Plan my own version– group 2 Children begin to tell their own stories with toys / props that are similar to the text.
14	WALT: Performance– group 1 Children perform their own version.	WALT: Performance– group 1 Children perform their own version.
15	WALT: Performance– group 2 Children perform their own version.	WALT: Performance– group 2 Children perform their own version.

Day	Year 1	Year 2	Year 3
1	Sentence Builder Focus on sentence dictated by a teacher and what makes a single clause sentence. Word classes: Noun and Verb	Sentence Builder Focus on using co-ordination (and / or / but) to join clauses. Word classes: Noun and Verb	WALT: Cold Write <i>Teacher assesses writing – adapts work for support / challenge pupils as necessary</i>
2	WALT: Cold Write <i>Teacher assesses writing – adapts work for support / challenge pupils as necessary</i>	WALT: Cold Write <i>Teacher assesses writing – adapts work for support / challenge pupils as necessary</i>	WALT: Internalise the story structure Text map – understanding the words and pictures – the ebb and flow of the story. It gives the opportunity for pupils to talk the story without being restricted by words they cannot yet read.
3	WALT: Internalise the story structure Text map – understanding the words and pictures – the ebb and flow of the story. It gives the opportunity for pupils to talk the story without being restricted by words they cannot yet read.	WALT: Internalise the story structure Text map – understanding the words and pictures – the ebb and flow of the story. It gives the opportunity for pupils to talk the story without being restricted by words they cannot yet read.	WALT: Embedding the language structure Children must learn to understand the vocabulary of the text while also introducing the idea that we can manipulate / alter the text with synonyms.
4	WALT: Embedding the language structure Children must learn to understand the vocabulary of the text while also introducing the idea that we can manipulate / alter the text with synonyms.	WALT: Embedding the language structure Children must learn to understand the vocabulary of the text while also introducing the idea that we can manipulate / alter the text with synonyms.	WALT: Read as a reader Understanding the text – introduces / develops the idea that writing serves a purpose and therefore is in a certain order. Focus should be on developing the effectiveness of their writing using key features in a texts genre that allow you to understand the text better as a reader.
5	Understanding the text – introduces / develops the idea that writing serves a purpose and therefore is in a certain order. Focus should be on how an author organises their ideas when writing and the difference between fact and fiction.	Understanding the text – introduces / develops the idea that writing serves a purpose and therefore is in a certain order. Focus should be on understanding the purpose of the writing – why has it been written and how do you know?	WALT: Read as a reader Understanding the text – Use drama / hot seating / conscience alley etc... to support pupils in understanding the characters, plot and purpose of the writing. This will be dependent on the genre and needs to be carefully considered.
6	Sentence Builder Focus on sentence dictated by a teacher and what makes a single clause sentence. Word classes: Noun and Verb	Sentence Builder Focus on using co-ordination (and / or / but) to join clauses. Word classes: Noun and Verb	WALT: Imitate part of the text Link talking the text to writing the text Grammar objective – use the text to teach skill and imitate.
7	WALT: Read as a reader Understanding the text – Use drama / hot seating / conscience alley etc... Focus should be on enabling pupils to embed vocabulary and sentence structure in their play.	WALT: Read as a reader Understanding the text – Use drama / hot seating / conscience alley etc... Focus should be on allowing pupils to develop and order their ideas through playing roles and improvising scenes in various settings.	WALT: Imitate part of the text Link talking the text to writing the text Grammar objective – use the text to teach skill and imitate.

8	<p>WALT: Imitate part of the text Link talking the text to writing the text Grammar objective – use the text to teach skill and imitate – a word or sentence.</p>	<p>WALT: Imitate part of the text Link talking the text to writing the text Grammar objective – use the text to teach skill and imitate.</p>	<p>WALT: Imitate part of the text Link talking the text to writing the text Grammar objective – use the text to teach skill and imitate.</p>
9	<p>WALT: Write a dictated sentence What we say is what we write Move from a word to a phrase to a sentence. Pupils will write a bit more, however we remove the barrier of thinking about what they want to write while still making the link of what we say we write.</p>	<p>WALT: Imitate part of the text Link talking the text to writing the text Grammar objective – use the text to teach skill and imitate.</p>	<p>WALT: Write about what we have read What we say is linked to the story – Scaffolding pupils to move towards writing independently – a picture gives a context to enable them to begin the process of saying then writing. This should hug the model text closely but have a slight change.</p>
10	<p>WALT: Write about what we have read What we say is linked to the story – Scaffolding pupils to move towards writing independently – a picture gives a context to enable them to begin the process of saying then writing. This should hug the model text closely but have a slight change.</p>	<p>WALT: Write about what we have read What we say is linked to the story – Scaffolding pupils to move towards writing independently – a picture gives a context to enable them to begin the process of saying then writing. This should hug the model text closely but have a slight change.</p>	<p>WALT: Plan my own writing Come up with their own ideas – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar / features from the model text with a plan to write their own parts.</p>
11	<p>Sentence Builder Focus on sentence dictated by a teacher and what makes a single clause sentence. Word classes: Noun and Verb</p>	<p>Sentence Builder Focus on using co-ordination (and / or / but) to join clauses. Word classes: Noun and Verb</p>	<p>WALT: Plan my own writing Come up with their own ideas – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar / features from the model text with a plan to write their own parts.</p>
12	<p>WALT: Plan my own writing Come up with their own ideas – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar from the model text with a plan to write their own parts.</p>	<p>WALT: Plan my own writing Come up with their own ideas – This part of the process continues to scaffold the learner by ensuring they have the same repeated language / grammar from the model text with a plan to write their own parts.</p>	<p>WALT: Hot write Independent writing – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.</p>
13	<p>WALT: Hot write Independent writing – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.</p>	<p>WALT: Hot write Independent writing – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.</p>	<p>WALT: Hot write Independent writing – pupils will utilise all their skills to write independently using their plan. Teacher will discuss their ideas and write with them.</p>
14	<p>WALT: Make my writing better Editing – this part introduces the idea that all writers improve their work. They will read their sentences back and check that they make sense.</p>	<p>WALT: Make my writing better Editing – this part introduces the idea that all writers improve their work. They will read their sentences back and check that they make sense and include capital letters and full stops.</p>	<p>WALT: Make my writing better Editing – this part introduces the idea that all writers improve their work. They will read their sentences back and check that they make sense, contains capital letters, full stops and the grammar objectives learnt that block.</p>
15	<p>WALT: Presentation write Presentation paper and handwriting pens</p>	<p>WALT: Presentation write Presentation paper and handwriting pens</p>	<p>WALT: Presentation write Presentation paper and handwriting pens</p>

Year R overview: **Phonics T4W**

Autumn: 3 x 3 week blocks – a standalone poetry session					
Narrative: Shark in the Park		Factual instructions: Into the woods – Silly Soup		Narrative: We are going on a bear hunt	
Focus: Anticipates key events Talks about events and principal characters Suggests how a story might end	Spellings: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r	Focus: Anticipates key events Talks about events and principal characters Suggests how a story might end	Spellings: h, b, f, ff, l, ll, ss the, l, he, she, is	Focus: Anticipates key events Talks about events and principal characters Suggests how a story might end	Spellings: j, v, w, x, y, z to, go, of, as, we, are, you, into
	Letter formation: s,a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r		Letter formation: h, b, f, ff, l, ll, ss		Letter formation: j, v, w, x, y, z
Spring: 3 x 3 week blocks – a standalone poetry session					
Narrative: The way back home		Factual Recount: What happened in the Supermarket?		Factual information: Potatos / supermarkets?	
Focus: Spell words by identifying phonemes Includes everyday literacy artefacts in their play	Spellings: zz, qu, ch, sh, th, ng, ai, be, me, his, no, so, has, do, her	Focus: Spell words by identifying phonemes Includes everyday literacy artefacts in their play	Spellings: ee. igh, oa, my, by, ask, our, says, they, said,	Focus: Spell words by identifying phonemes	Spellings: oo, oo, ar was, were, put, all, there, like
	Letter formation: zz, qu, ch, sh, th, ng, ai, nk		Letter formation: ee. igh, oa,		Letter formation: oo, oo, ar
Summer: 3 x 3 week blocks – a standalone poetry session					
Factual instructions: Making a fruit salad		Narrative: The papaya that spoke		Factual: The little raindrop	
Focus: Simple phrases and sentences that can be read by others Continues a rhyming string and identifies alliteration	Spellings: or, ore, se, ur, ow, - es and -ed here, where, today, when, what, come, some	Focus: Simple phrases and sentences that can be read by others Knowledge of language structure and vocabulary	Spellings: oi, ear, air -ze, -se come, some, push, pull, friend, school, out	Focus: Simple phrases and sentences that can be read by others Knowledge of language structure and vocabulary	Spellings: ure, er, -ve one, once, your, love, house, full, little
	Letter formation: or, ore, se, ur, ow,		Letter formation: oi, ear, air		Letter formation: ure, er,

Year 1 overview: **Skills applied in dictated sentences during phonics** Skills fully taught and applied independently in their writing

Autumn: 3 x 3 week blocks – leaving time for applied writes and a standalone poetry session					
Narrative setting description: Brown rabbit's home		Factual explanation: What is a town, what is a city?		Factual re-count: Walking around Lenton	
Focus: Capital letter for pronouns and I -exclamation -word spaces -how words combine to make sentences	Spellings: ay, a, ou, le, el, st, ie, al, il, again, oh, their, last, poor, money, thought, should, class, Mr, Mrs, work, can't	Focus: -co-ordination – and -question mark -identify nouns and verbs -how words combine to make sentences	Spellings: ea, e, oy, l, ir, wh, pass, fast, climb, path, don't, people, after, great, break, any, many, who, could	Focus: Use adjectives to describe nouns -ing for verbs where no change -est where no change -word spaces, capital letter and full stops -Pronouns	Spellings: ue, o, aw, au, ew because, water, past, bath, hour, two, door, different, Christmas, would, through, beautiful
	Letter formation: ay, a, ou, le, el, st, ie, al, il,		Letter formation: ea, e, oy, l, ir, wh,		
Spring: 3 x 3 week blocks – leaving time for applied writes and a standalone poetry session					
Narrative character description: Jasper Jonson time machine		Factual instructions: How to use a time machine		Factual information: Cave baby – life in the stone age	
Focus: Join words and clauses using because Expanded noun phrase -Capital letter for pronouns -Co-ordination and -exclamation	Spellings: a_e, ey, ei, eigh, e_e, ie, i_e, a+al, o_e, ou plant, floor, every, whole, only, move, father, grass	Focus: Plurals Using -y to create adjectives -ed for past tense -Co-ordination and -exclamation	Spellings: u_e, ui, ou, u, -y, ey, ey, u, ou eye, busy, pretty, half	Focus: 5 w's for q's -ly to form adverbs Contraction -ed past tense verbs -question marks	Spellings: Ow, wr, oor, our, c, sc, ce, g, ea Parents, everybody, sugar, prove, improve
	Letter formation: a_e, ey, ei, eigh, e_e, ie, i_e, a+al, o_e, ou		Letter formation: u_e, ui, ou, u, -y, ey, ey, u, ou		
Summer: 3 x 3 week blocks – leaving time for applied writes and a standalone poetry session					
Factual instructions: How to go from unkind to kind...		Narrative: Tidy		Factual: Plant diary	
Focus: Contraction Apostrophe for possession Using a suffix -using pre-fix un -using suffix -ing	Spellings: ire, eer, ere, are, ear, ere, are, me, ne, tch, a,y Consolidate CEW words	Focus: Expanded noun phrases with my, his... Co-ordination - but -Combining sentences to form a short narrative	Spellings: Oe, ch, ti, ci, ssi, ou, ph, gn, kn, mb, que, s, si Consolidate CEW words	Focus: -Conjunction when, because - and to join 2 noun phrases -ed past tense verbs -punctuation to demarcate sentences	Spellings: Long vowel families Consolidate CEW words
	Letter formation: ire, eer, ere, are, ear, ere, are, me, ne, tch, a,y		Letter formation: Oe, ch, ti, ci, ssi, ou, ph, gn, kn, mb, que, s, si		

Year 2 overview:

Autumn					
Narrative setting description: The great fire		Factual explanation: How did the fire start		Factual re-count: Burning their own houses	
Focus: -word spaces -capital letters and full stops - coordination – and -Combining sentences to form a narrative	Spellings: Phonic gaps from Y1 assessment	Focus: -word spaces -capital letters and full stops -statement – grammatical patterns -subordination - because	Spellings: Apostrophe’s for contraction -‘or’ sound – all, ball	Focus: - exclamation – grammatical patterns -commas for a list -choosing past tense	Spellings: Past tense verbs
	Letter formation: Letter families, HFW and dictation exercises		Letter formation: Letter families, diagonal joins, horizontal joins, HFW		Letter formation: F, k, b, d, w, s and z, HFW
Spring					
Narrative character description: Robin Hood		Factual instructions / letter: How to steal the Sherriff’s gold		Factual information: Wanted poster	
Focus: -expanded noun phrases - the -co-ordination – or /but - present tense including progressive	Spellings: Wr, kn, gn /ɒ/ - want /ɜ:/ - work	Focus: -command sentences – grammatical patterns -expanded noun phrases – his, their... -commas for a list	Spellings: -apostrophe’s for possession - /ʌ/ sound - mother	Focus: -questions – grammatical patterns -subordination – if - present tense	Spellings: -le, -el, -al, -il e.g. table, camel, metal, pencil /ɔ:/ - war /z/ - treasure
	Letter formation: High frequency words and dictation exercises		Letter formation: KS1 SPAG		Letter formation: KS1 SPAG
Summer					
Factual information: Missing – Amelia Earhart		Narrative: Journey around the world		Factual: Explain how to help the planet.	
Focus: -questions -subordination – when / if / because	Spellings: -adding endings with a consonant before it	Focus: -past tense including progressive -expanded noun phrases	Spellings: -adding endings to words with a consonant – double consonant	Focus: -consolidation	Spellings: -suffixes – ment, ness, ful and ly
	Letter formation: Dictation exercises and number		Letter formation: Dictation exercises and digraphs		Letter formation: Consolidation

Year 3 overview:

Autumn: 3 x 3 week blocks – leaving time for applied writes and a standalone poetry session					
Genre: Instructions		Genre: Narrative		Genre: Diary	
Focus: Adverbs of time Chronological order Sentence types	Spellings: Y2 homophones re-cap /i/ spelt y e.g. Egypt & /ʌ/ spelt ou -ly – adjective to adverb	Focus: Adjectives and adverbs in a main clause Paragraphs Co-ordinating conjunctions – and, or, but, so	Spellings: Suffixes: -ment, -ness, -ful, -ly, -less ¾ homophones Word endings /ə/ or /t ə/ - sure	Focus: Past tense Adverbial phrases – where, when, how etc... Conjunctions of time, place and cause	Spellings: A or An Suffixes beginning with vowel letters ¾ CEW
	Features: Heading, subheading, sequenced steps with bullet points		Features: O, BU, P, R, E		Features: Paragraphs, clear sections, descriptive detail, thoughts, feelings
	Letter formation: Regular verbs: i, ii and verbs ending in 'e', Double letters: bb, cc		Letter formation: verbs ending in 'e', irregular verbs 1& 2 Double letters: dd, ee		Letter formation: Ascenders, numbers Double letters: ff, gg, ll
Spring: 3 x 3 week blocks – leaving time for applied writes and a standalone poetry session					
Genre: Narrative		Genre: Newspaper		Genre: Persuasion	
Focus: Subordination – when, if, because Creating an effective main character	Spellings: Contractions & /k/ spelt ch ¾ CEW	Focus: Adverbs of time Inverted commas – reporting speech	Spellings: Suffixes – ous Endings – tion, -sion, -cian	Focus: Subordination at the beginning Comma to separate subordination	Spellings: Prefix – dis, mis, in, super Suffix – ation, -sure
	Features: O, BU, P, R, E		Features: Headline, Intro – who, what, where and why, eye witness		Features: Power of 3, rhetorical question, facts, paragraphs
	Letter formation: Double letters: mm, nn, oo Palindromes, tongue twisters		Letter formation: Double letters: pp, rr, ss, tt, zz Spanish texts		Letter formation: Onomatopoeia, regular comparative adjectives, Spanish texts
Summer: 3 x 3 week blocks – leaving time for applied writes and a standalone poetry session					
Genre: Biography		Genre: Narrative		Genre: Non-chronological report	
Focus: Prepositions of place Commas for a list Adverbs of time	Spellings: Year ¾ homophones-gue and -que words & Year ¾ CEW	Focus: Inverted commas Creating a setting	Spellings: Possessive apostrophe – plurals Sc words and /eɪ/ spelt ei, eigh etc..	Focus: Perfect present tense Prepositions of time	Spellings: ¾ homophones Pre-fix –re, inter, anti, sub, auto
	Features: Subheadings, introductory paragraph, chronological order		Features: O, BU, P, R, E		Features: Subheadings, labelled diagrams, technical language, 3 rd person
	Letter formation: Comparative adjectives		Letter formation: Comparative adjectives and irregular comparative adjectives		Letter formation: Collective nouns, synonyms

