

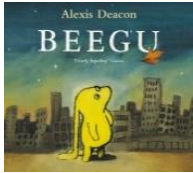
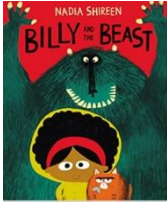

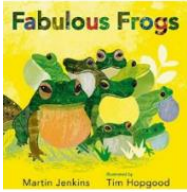
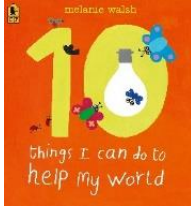
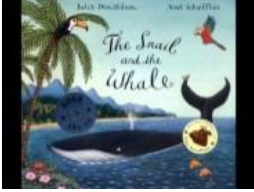
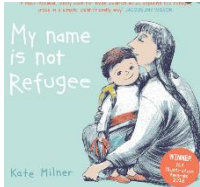

Lancasterian Primary School

Talk For Writing Core Books and Genre Progression

[Let's Explore Poets, Collections and Interviews](#) | [Children's Poetry Archive](#) – Poetry link



Year 1

	Autumn	Spring	Summer
<p><u>Core Books</u></p>	  <p>The Sound Collector By Roger McGough</p>	  	  
<p><u>Genres</u></p> <p><u>Poetic styles options</u></p> <ul style="list-style-type: none"> Performance poems Rhyming couplets Alliteration Simple riddles 	<p><u>Beegu</u></p> <ul style="list-style-type: none"> Narrative story telling Recount- diary or letter home <p><u>The Sound Collector</u></p> <ul style="list-style-type: none"> Poem about senses – this could be linked and altered to smell or touch <p><u>Billy and the Beast</u></p> <ul style="list-style-type: none"> Ingredients Narrative/descriptive writing 	<p><u>Big Book of Families</u></p> <ul style="list-style-type: none"> Information booklet about your family or different families <p><u>Fabulous Frogs</u></p> <ul style="list-style-type: none"> Non chron report based on made up frogs with different abilities <p><u>10 Things I can do to help my world</u></p> <ul style="list-style-type: none"> Information leaflet – Facts and figures on the planet Instructions for people in their home 	<p><u>Snail and the Whale</u></p> <ul style="list-style-type: none"> Retell part of story Narrative - create own adventure story of different part of the world <p><u>My name is not refugee</u></p> <ul style="list-style-type: none"> Retell the story Write a letter to the boy <p><u>Traction Man</u></p> <ul style="list-style-type: none"> Narrative - Comic book style

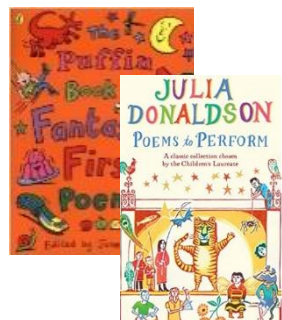
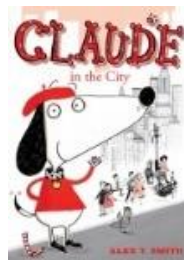
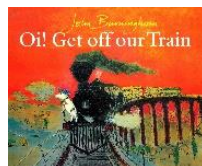
YEAR 2

Autumn

Spring

Summer

Core Books



ANNE FINE
The Diary of a
Killer Cat



Genres

Poetic styles options

- Performance poems
- Rhyming couplets
- Alliteration
- Similes/metaphors
- Shape poems
- Acrostic poems

Oi Get off our Train

- Narrative – recount story and change animals.

Book of Fantastic First Poems/Poems to perform

- Suggested poems from this book:
Voices of Water
Sounds Good
Going through old photos
Spaghetti spaghetti
Busy day
Cobweb morning

Claude

- Narrative – story writing 3rd person

The wolf's story

- Narrative
- Character description

Bug Hotel/ this book will help cool the climate

- Instructional writing.
- Persuasive email to local MP/Head teacher

The Great Fire of London

- Newspaper report

The diary of a killer cat

- Diary as the cat or other character

The owl who was afraid of the dark

- Diary as the owl Pop

Lubna and Pebble

- A letter to Amir

Grace and Family

- Descriptive setting writing

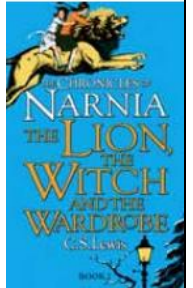
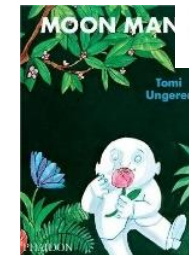
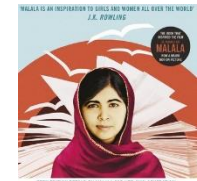
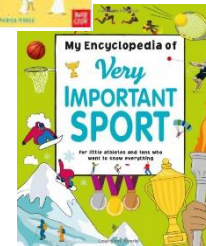
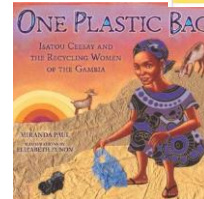
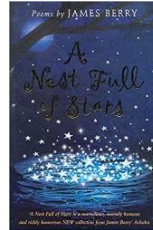
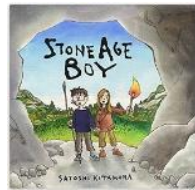
Year 3

Autumn

Spring

Summer

Core Books



Genres

Poetic styles options

- Performance poems
- Haiku & Tankas
- Q&A poems
- Narrative with rhyme

Stone Age Boy

- Adventure story. Story with a problem or quest. Retell in 1st or 3rd person.

A nest full of stars

- Suggested poems from this book:
Hearing and Sly Force Waiting – (poems about memories)
People Equal
Seashell, water carrying, trapped – life in the Caribbean
A nest full of stars

A river

- Descriptive writing of a journey

So you think you've got to bad

- Non chon report

One plastic bag

- Persuasion letter to people of the world to become more aware about plastic
-

Very Important Sport

- Explanation report or instructions

I am Malala

- Recount/diary
- Biography

Moon Man

- Narrative story telling including dialogue

The lion, the witch and the wardrobe

- Character descriptions

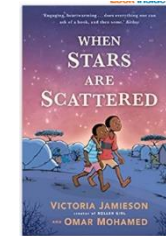
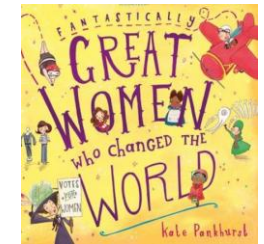
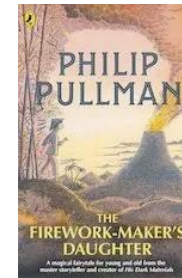
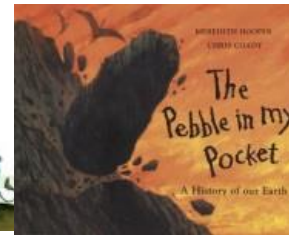
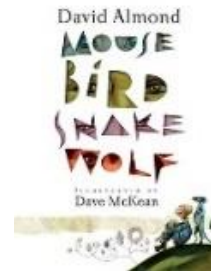
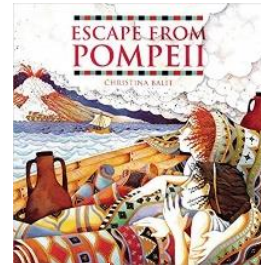
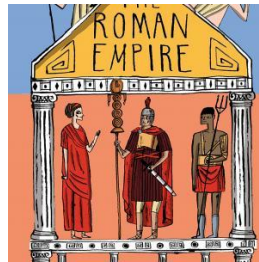
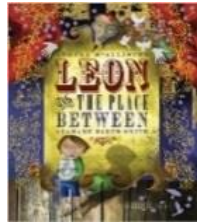
Year 4

Autumn

Spring

Summer

Core Books



Genres

Poetic styles options

- Performance poems
- Limericks
- Monologues
- Metaphors

Leon and the place between

- Recount story – 3rd person

Hot Like Fire

- Suggested poems from this book:

De Familiar Things

De Bread

Shopping

Late Again

The people next door

I asked the river

The Roman Empire

- Newspaper reports

Mouse Bird Snake Wolf

- Narrative writing – create own characters and plot (pick new animals)

Escape from Pompeii

- diary of being there

The pebble in my pocket

- Non chron report on own invented volcano

The firework-makers daughter

- Re-tell story – narrative
- Persuasion

Great women who changed the world

- Biography

When stars are scattered

- Play script

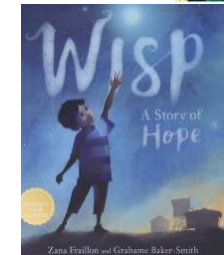
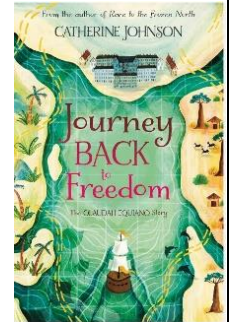
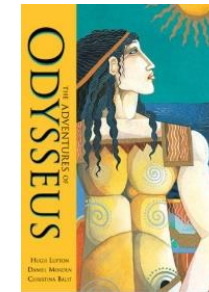
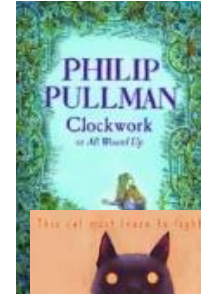
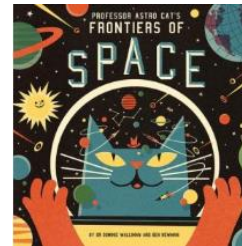
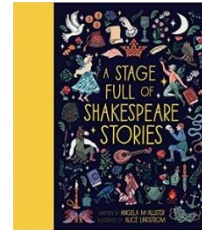
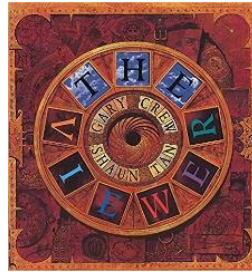
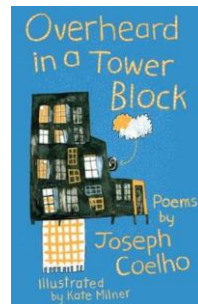
Year 5

Autumn

Spring

Summer

Core Books



Genres

Poetic styles options

- Performance poems
- Simile and metaphors
- Cinquain
- Personification

There's a boy in the girls' bathroom

- Recount - Write in role as a range of characters (diary entry or letter)

Overheard in a tower block

- See poetry selection under Genres

The Viewer

- Recount – retell story from different perspectives
- Narrative storytelling

A stage full of Shakespeare stories

- Performing and writing own play scripts for a version of one of these older lit

Frontiers of Space

- Non chron report on space or creating own planet
-

Clockwork / Varjak Paw

- Persuasive writing

Odysseus

- Myths and legends – narrative

Wisp

- Setting description (lots of figurative language)

Journey back to freedom

- Biography

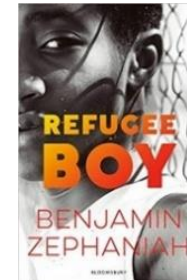
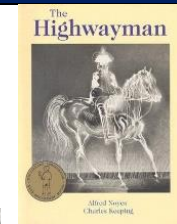
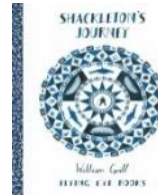
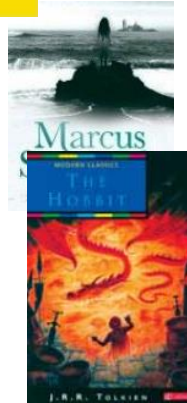
Year 6

Autumn

Spring

Summer

Core Books



Genres

Poetic styles options

- Performance poems
- Blank verse
- Sonnets
- Rhyming narratives

Holes

- Narrative retelling of own story

Under The Moon and Over The Sea

- Suggested poems from this book:

Wind said to the sea

Emily Hurricane

My Gran visits England

Floodland / The hobbit

- Persuasive and argumentative speeches

Shackleton

- Journals/diaries

What is Climate Change?

- Journalistic: Newspaper report on recent events regarding Climate change

Goodnight Mr Tom

- Diary entries and letters from a range of perspectives
- Biography/ autobiography writing

The Highwayman

- Learn and perform the poem
- Retell story in another perspective
- Look at the power of imagery within poem

Refugee Boy

- Narrative: storytelling
- Persuasive/debate writing

Wonder

- Emails from a range of perspectives

Writing Skills Ladder



Year 1		
Terminology to introduce	Finger spaces, capital letters, full stops, letter, word, question mark, speech bubble, punctuation, bullet points, noun, proper noun, adjectives, verb, singular, plural, conjunction	
Punctuation	Word Construction	Sentence Construction
<p>Spaces word</p> <p>Capital Letters for proper nouns and singular 'I'</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubbles</p> <p>Bullet points</p>	<p>Capital letters (proper noun) for: names, places, days of the week, months of the year and singular 'I'</p> <p>Prepositions: inside, outside, towards, across, under</p> <p>Determiners</p> <p>Adjectives to describe: The tall man, The old house, The soft cat etc</p> <p>Alliteration: The furious frog, The smooth snake etc</p> <p>Similes using 'as': As green as an apple, As smooth as glass etc</p> <p>Regular plural noun suffixes – s or –es: Dog, dogs...wish, wishes etc</p> <p>Precise, clear language to give information: First, press the green button. Next, wait for the light etc</p>	<p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Simple conjunctions: And, or, but, so, because, so that, then, that, while, when, where</p> <p>Also as openers: While..., When..., Where...,</p> <p>Simple Sentences: I went to the park. The tree was tall</p> <p>Embellished simple sentences using adjectives: The frog had slimy skin. The house on the tall hill was haunted. Owls catch tiny mice at night.</p> <p>Compound sentences using conjunctions (coordinating – and, or, but, so): The children played in the park and on the trees. Water can be cold or it can be hot etc.</p> <p>Complex sentences using conjunctions (relative clause- who): There was once a tall man who lived at the end of a haunted road. There are many children who enjoy ice cream.</p> <p>'Run' - Repetition for rhythm: She swam and she swam and she swam.</p>

Year 2

Terminology to introduce

Apostrophe for contraction and singular possession, commas (list), speech marks, verb, adverb, statement, exclamation, question, command, past tense, present tense, future tense, noun phrase, subordinating conjunction, coordinating conjunction.

Punctuation	Word Construction	Sentence Construction
<p>Demarcate sentences: Capital letters, full stops, question marks, exclamation marks.</p> <p>Commas to separate items in a list</p> <p>Comma after –ly opener</p> <p>Speech bubbles and speech marks for direct speech</p> <p>Apostrophes to mark contracted forms of spelling: Don't, can't, I'll etc.</p> <p>Apostrophes to mark singular possession: The giant's beard was long etc</p>	<p>Prepositions: behind, beside, above, along, before, between, after</p> <p>Alliteration: The long lizard, the bouncing ball etc.</p> <p>Similes using 'like': Tall like a tree, Blazing like the sun.</p> <p>Noun Phrase: The old, haunted house..., Owls have sharp, piercing talons.</p> <p>Adverbs for description: Snow fell gently and covered the cottage in the wood.</p> <p>Adverbs for information: Press the button carefully so the timer goes off.</p>	<p>Types of sentences: Statements, exclamations, questions, commands.</p> <p>-ly starters: Quickly, Sam..., Finally, he..., Carefully, the witch... etc.</p> <p>Vary openers to sentences</p> <p>Embellish simple sentences using- adjectives: The boys peeped inside the dark cave. adverbs: The boys peeped carefully inside the dark cave.</p> <p>Secure use of compound sentences (co-ordinating conjunctions): and, or, but, so</p> <p>Complex sentences (subordination), using drop in relative clause: Who, which only</p> <p>The Great Fire of London, which started in Pudding Lane, spread quickly.</p> <p>The Egyptians, who lived many years ago, are famous for their incredible pyramids.</p> <p>Additional subordinating conjunctions: what, while, when, where, because, so that, if, to, until: While the owls moved around, the trees began to shake. When it is Autumn, the leaves fall off trees.</p> <p>Power of 3 for description: He wore long trousers, an old hat and large coat.</p>

Year 3

Terminology to introduce

Suffix, rhetorical question, word family, coordinating conjunction, subordinating conjunction, clause, subordinate clause, adverb, preposition, direct speech, inverted commas, consonant/vowel, determiner, synonym, relative clause, pronoun, colon, onomatopoeia, rhetorical questions

Punctuation

Colon before a list

Ellipses to keep the reader hanging on

Secure use of inverted commas for direct speech

Word Construction

Prepositions: Next to, by the side of, in front of, during, throughout, through, because of.

Powerful verbs: Stare, tremble, shiver, bolt etc.

Specific, technical vocabulary to add detail: Stonehenge is located north of ..., The Tower of London contain over..., etc

Use of determiners a or an against vowels (being mindful of exceptions)

Sentence Construction

Vary long and short sentences:
Long sentences to add description of information.
Short sentences for emphasis and making key points

Embellish simple sentences:
Adverb starters to add detail: Carefully, she crawled along the floor of the cave... Amazingly, small insects can...
Adverbial phrases used as 'where', 'when' or 'how' started (fronted adverbials):
A few days ago, we climbed the highest mountain.
Under the mat, the small creatures began moving.
Carefully, the giant climbed down the beanstalk.

Compound sentences, using coordinating conjunctions: FANBOYS, for, and, nor, but, or, yet, so

Develop complex sentences using subordinating conjunctions: whilst, which, if, so that, because, even though, although, despite, however etc.

-ing clause as starters: Sighing, the boy sat down to complete his homework. Splashing, the children played in the paddling pool.

Drop in a relative clause using: whom, who, whose, that: The girl, whom I remember, had long hair. The boy, whose pen fell out his pocket, is in my class. The Tower of London, which is located near the Thames, is a famous London landmark.

Power of 3 for description: The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Owls are nocturnal animals, hunt only at night and live in trees.

Year 4

Terminology to introduce	Pronoun, possessive pronoun, relative pronoun, adverbial, fronted adverbial, clause, main clause, subordinate clause, coordinating conjunction, subordinating conjunction, apostrophe – plural possession	
Punctuation	Word Construction	Sentence Construction
<p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Full punctuation for direct speech: Each new line, new speaker. Comma between direct speech and reported clause: <i>"I'm tired," mumbled mum.</i></p> <p>Apostrophes to mark singular and plural possession</p>	<p>Conditionals: would, should, might etc</p> <p>Comparative and superlative adjectives: small, smallest, large, largest etc.</p> <p>Grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p>	<p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly: It was midnight. It's great fun.</p> <p>Start with a simile: As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p>Secure use of simple, embellished simple sentences.</p> <p>Secure use of compound sentences, using coordinating conjunctions: FANBOYS, for, and, nor, but, or, yet, so</p> <p>Develop complex sentences using main and subordinate clauses with a range of subordinating conjunctions: when, whilst, because, if, so, even though, although etc.</p> <p>ed' clauses as starters: Worried, Renee ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</p>
		<p>Expanded -'ing' clauses as starters: Grinning menacingly to himself, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>Sentence of 3 for action: Mohammed rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</p> <p>Dialogue - verb + adverb - "Hello," she whispered shyly.</p>

Year 5

Terminology to introduce

Parenthesis, bracket, dash, modal verb, determiner, cohesion, ambiguity, metaphor, personification, coordinating conjunction, subordinating conjunction, main clause, subordinate clause.

Punctuation	Word Construction	Sentence Construction
<p>Dashes</p> <p>Brackets, dashes, commas for parenthesis</p> <p>Use of commas to clarify meaning of avoid ambiguity.</p>	<p>Metaphor</p> <p>Personification</p> <p>Empty words: Something was there, someone knew something.</p> <p>Develop technical, precise language.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p>	<p>Secure use of simple, embellished sentences.</p> <p>Secure use of compound sentences.</p> <p>Develop complex sentences with full range of subordinating conjunctions and begin to move clauses around: I took my coat outside because it was raining. Because it was raining, I took my coat outside.</p> <p>Drop in –'ing' clause: Tom, laughing at the teacher, fell off his chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>Expanded –ed clauses as starters: Worried about the noise, Jamal hid beneath the school table. Exhausted by the long and arduous trip, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases: Under the blanket of the night sky, Ramone saw the glint of something in the distance. Beneath the wooden table, Sam sat uncomfortably whilst listening to the action around.</p> <p>Drop in –'ed' clause: Poor Lucy, exhausted by so much effort, ran home. Hannah, tired by the adventure, fell to sleep as soon as she arrived home.</p> <p>Stage directions in speech (speech + verb + action): "Stop!" he bellowed, picking up the stick and running after the thief.</p>

Year 6

Terminology to introduce

Active and passive voice, subject, object, hyphen, synonym, antonym, colon, semi-colon, clause, phrase

Punctuation

Use of **semi-colon**, **colon** and **dash** to indicate a stronger subdivision of a sentence than a **comma**.

How **hyphens** can be used to avoid ambiguity:
The light-blue house rather than the light blue house.

Word Construction

Manipulating literary features for effect and imagery (similes, metaphors and personification).

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing: said versus reported, alleged, or claimed in formal speech or writing etc.

Sentence Construction

Secure use of simple, embellished sentences.

Secure use of compound sentences.

Secure use of complex sentences with full range of subordinating conjunctions and begin to move clauses around:

I enjoy PE due to the fact it keeps me healthy.

Due to PE keeping me healthy, I enjoy it!

Moving sentence chunks (how, when, where) around for different effects:

The siren echoed loudlythrough the lonely streetsat midnight

Active and passive verbs to create effect and to affect presentation of information:

Active: Ben threw the chair.

Passive: The chair was thrown by Ben.

Active: The sun scorched the ground.

Passive: The ground was scorched by the sun.

Expanded **noun phrases** to convey complicated information concisely: The boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day.

The difference between structures typical of informal speech and structures appropriate for formal speech and writing: question tags- He's your friend, isn't he? Or the use of the **subjunctive** in some very formal writing and speech- as in If I were you.

Destination Reader Books

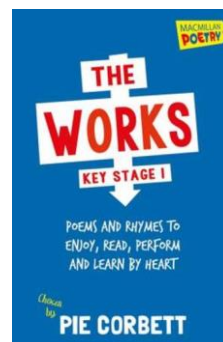
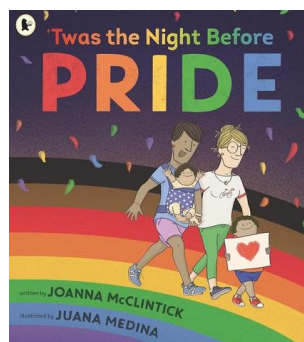
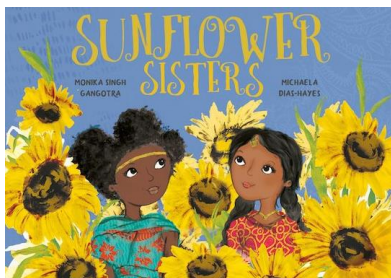
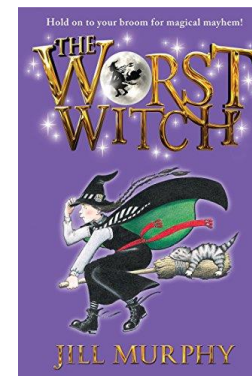
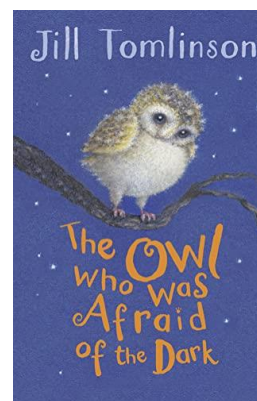
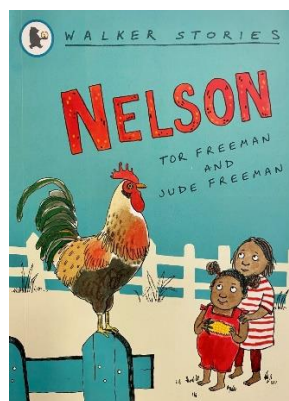
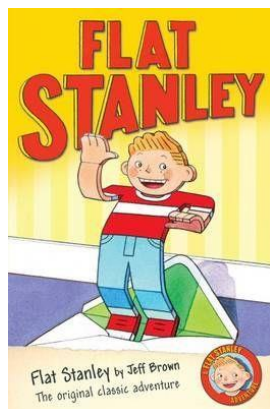
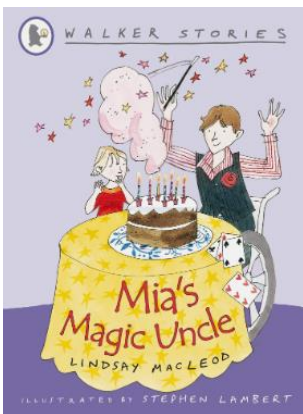
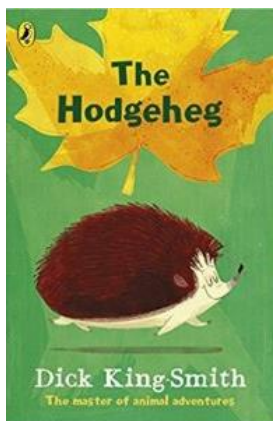
These are some of the books each year group uses for Destination Reader Lessons.

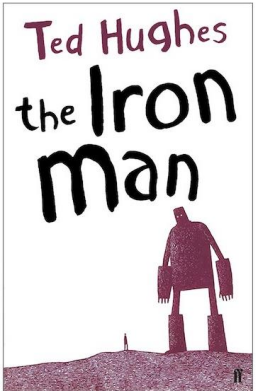
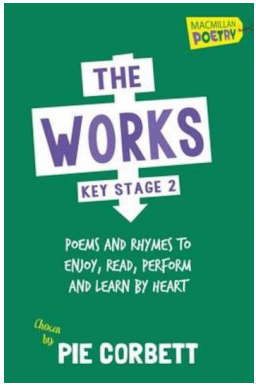
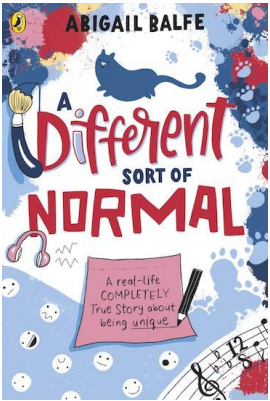
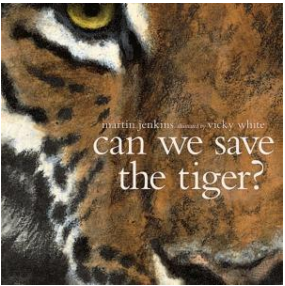
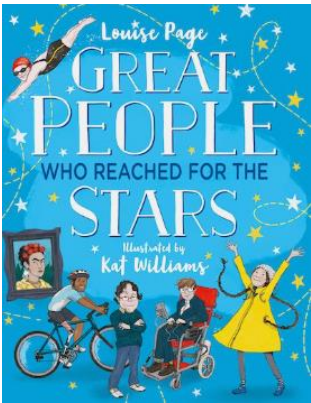
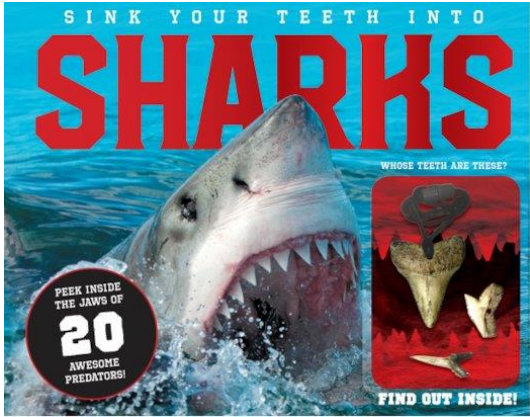
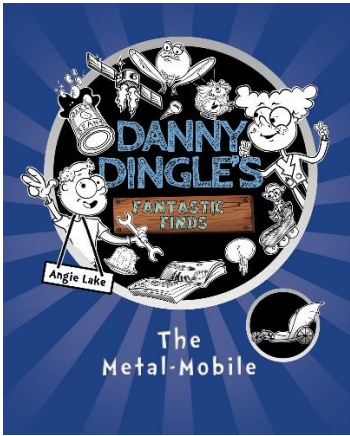
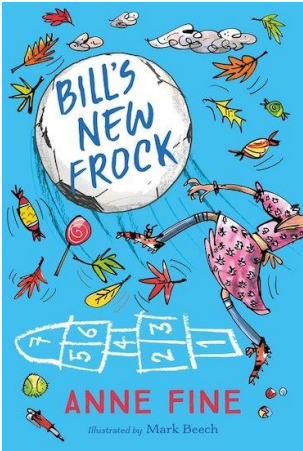
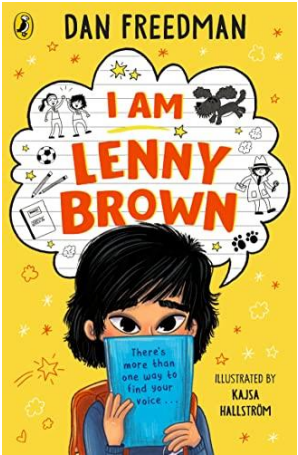
Books can be used in an order which teachers see best fits their year group.

We also use a range of non-fiction books provided by Haringey Education Partnership (HEP)

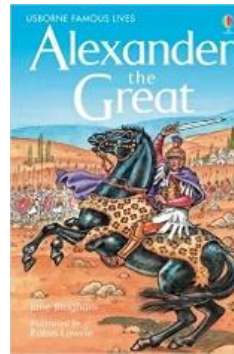
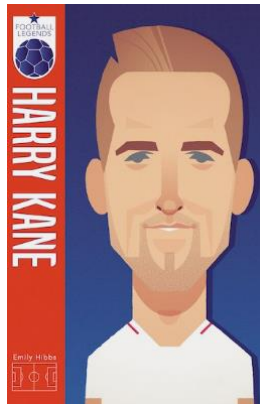
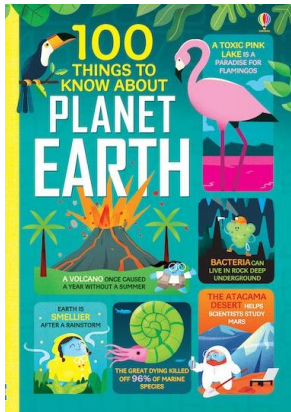
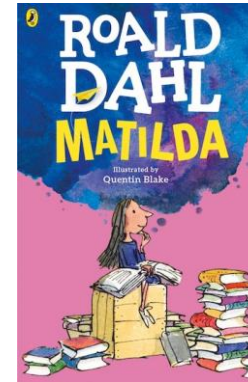
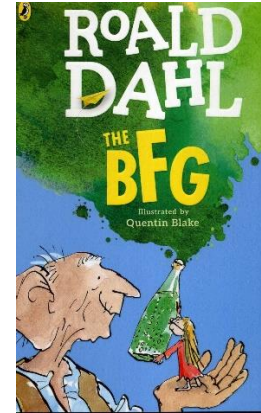
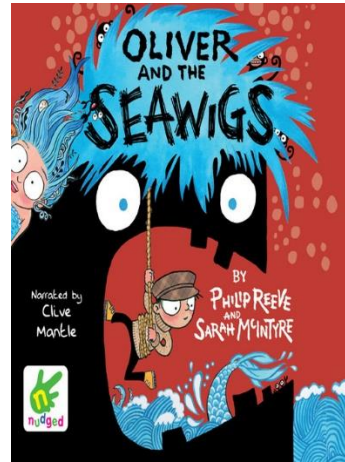
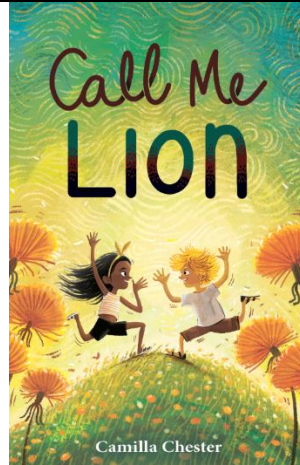
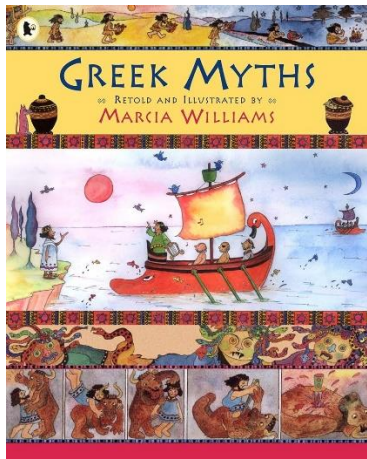
Books will be reviewed yearly.

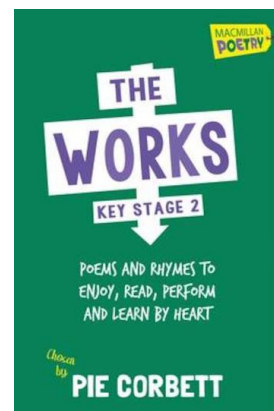
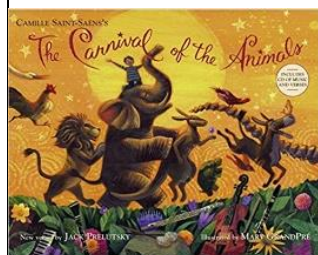
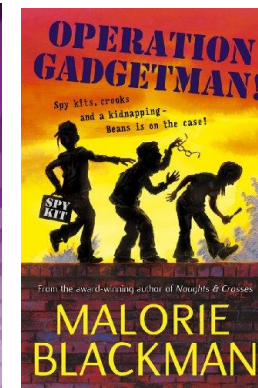
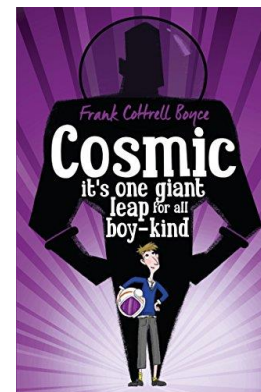
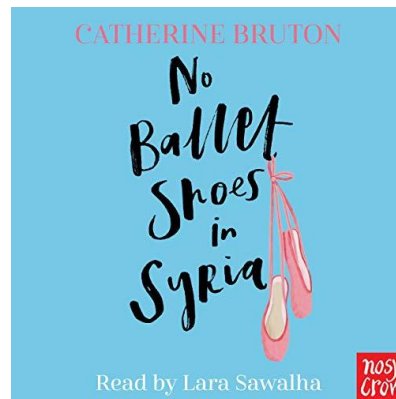
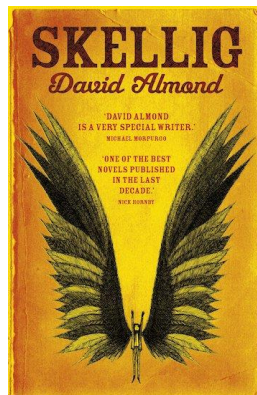
Year 2

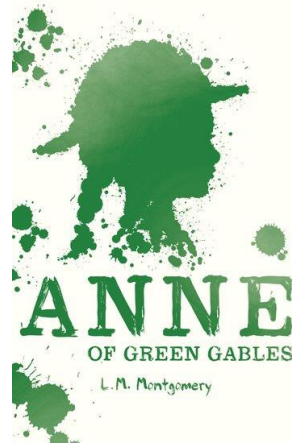
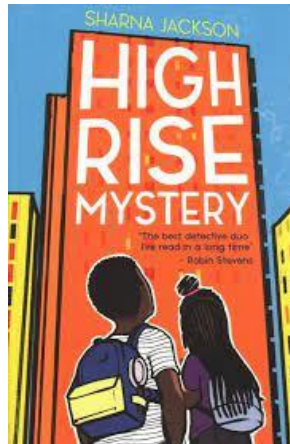
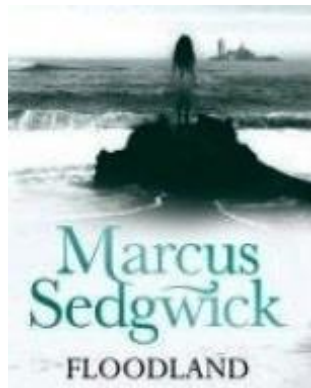




Year 4







Additional HEP Non-Fiction books used across KS1-KS2 linking to foundation units of work

Link to download if not in school: [Curriculum Booklet Downloads - Haringey Education Partnership](#)

Password: CurriculHEP24*



The Great
Exhibition of
1851



November
November



Changes over
time



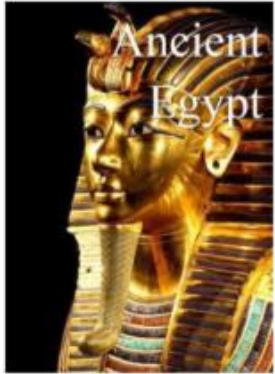
Two Queens



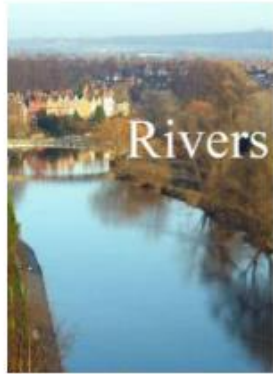
Emily and Rosa



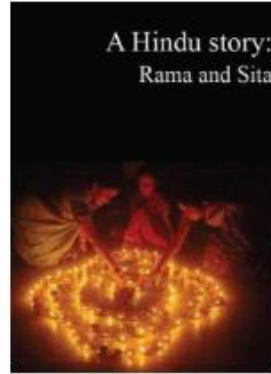
The Great Fire
of London



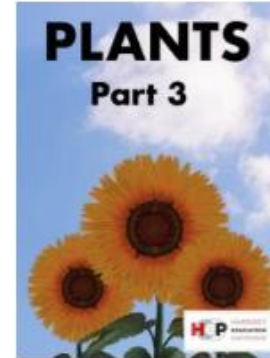
History – Ancient
Egypt



Geography –
Rivers



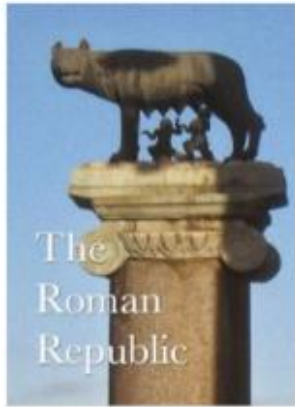
Religion – A
Hindu story
Rama & Sita



Science – Plants



History – The
Stone Age



History – Roman Republic



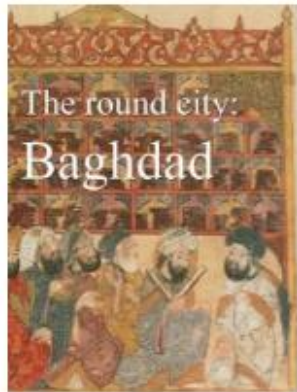
Geography – The Rhine & the Mediterranean



Religion – The Family of Jesus Booklet



Science – States of Matter



History – The round city: Baghdad



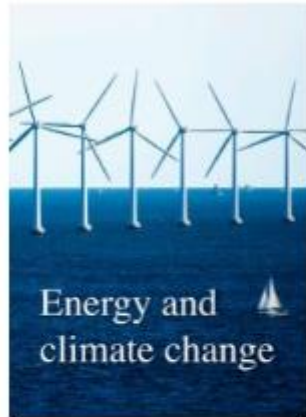
Geography – Why is California so Thirsty?



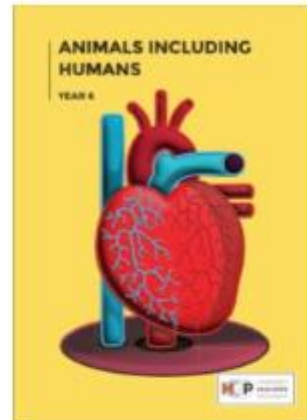
Religion – Islam 2 Stories of the Prophets



Properties and changes of materials



Geography –
Energy &
Climate



Science –
Animals
inc.Humans