Talk for Writing – Mapping for whole school

Nursery					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Settling /transition Spine books are shared **Expectations** Children will join in as part of their group with rhymes and repeated refrains they are familiar with.	Going on a Bear hunt (Imitate) • Story mapping • Group retelling **Expectations** Children will join in as part of their group retelling or 'singing' the story.	Dinosaur Roar (Imitate) **Expectations** • Story mapping • Class retelling of a story where children develop speaking and listening skills by participating in a focus group.	Jasper's Beanstalk **Expectations** • Story mapping • Class retelling	Three Little Pigs (Non-fiction recipe) **Expectations** • Story mapping – group and individual • Class retelling	What Ever Next (Innovation) **Expectations** • Story mapping – group and individual • Class retelling • Sharing ideas for innovations and adapting the class map

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owls Babies (focus on Imitate) **<u>Expectations</u>** • Story mapping • Class retelling • Speak in simple 5 word sentences (Development Matters expectation) • Recording of children's oral retelling (scribed by adult) **Non Fiction: Labels** Introduce the purpose of a label	Mrs Armitage **<u>Expectations</u>** • Model a five part story including story language • Children retell a story verbally with a clear beginning, middle and ending using familiar language structures. • Children innovate changing the vehicle and recorded/ • scribed by an adult. **Non Fiction: Labels** • Revisit the purpose a label • Application of phonic knowledge	How to catch a star **<u>Expectations</u>** • Model a five part story including story language • Children retell a story verbally with a clear beginning, middle and ending using familiar language structures. Children innovate how the boy catches the star. **Non Fiction: Information about space** • Simple sentences recorded by children (i.e. It is big). When developmentally appropriate children begin to punctuate with a capital letter, full stop and finger. • Children will use their phonic awareness to spell words.	The Enormous Turnip **<u>Expectations</u>** • Children begin to use a five part story structure verbally (indepen-dently) • Introduce different adjectives in speech • Children to use new vocabulary in their storytelling and add words to their own maps. **Non Fiction: Instructions** • Simple factual sentences • Introducing first then next into verbal sequenced sentences. With support children begin to build instructional sentences.	Sleeping Beauty **<u>Expectations</u>** • Children use a five part story structure verbally (independ-ently) • Children will write sentences for the beginning middle and ending using picture prompts • Children will include an adjective ton describe a noun in the story **Non fiction: Recount** Using first next then to sequence 'real' events	Goldilocks and the Three Bears **<u>Expectations</u>** • Children use a five part story structure verbally (independently) • Children will write sentences for the beginning middle and ending using picture prompts • Children will include an adjective ton describe a noun in the story **Non fiction: Instructions** • Simple factual sentences • Introducing first then next into verbal sequenced sentences. With support children begin to build

Year 1					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Transition text (2 weeks) **Rainbow Fish** Genre: Losing tale Focus: sequencing • oral rehearsal • story sequencing **Percy the Park Keeper Treasure Hunt** Genre: Journey Focus: sequencing • oral rehearsal • story sequencing • captions Non fiction **Treasure map** Focus: labelling • Title • Labels	**The Little Red Hen** Genre: Wishing tale Focus - character • adjectives for appearance • character feelings Non Fiction **Farm visit** Focus: recount • first person • sequencing starters (First, Then, Finally) • when, who, where	**Paddington at the Palace** Genre: Journey Focus: setting • choose a setting name • include time of day and weather • use the senses to describe Non fiction **Visit lovely London** Focus: persuasion • catchy title • persuasive language – must, need • conjunctions to add detail	**Little Red Riding Hood** Genre: Defeating a monster Focus: 'baddie' character description • adjectives for appearance/ • personality • un- prefix • simile Non Fiction **How to trap a wolf** Focus: instructions • How title • sequencing starters (First, Next, Then, Finally) • imperative verbs (bossy)	**The Extraordinary Gardener** Genre: Finding tale Focus: suspense • dramatic sentence starters (Unfortunately, Suddenly) • ellipsis • exclamation mark to show shock Non Fiction **Sunflowers** Focus: information • Title • Subheadings • Did you know...? sentence to hook the reader in the introduction	**The Worrysaurus** Genre: Character flaw Focus: problem/resolution • Unfortunately/ Fortunately • show change of character feelings • conjunctions to make links Non Fiction **Dear Diary** (from the Worrysarus worrying about going to school, links to transition) Focus: diary (recount) • sequenced events from the past (Yesterday, This morning) • personal opinions/feelings • past tense suffix -ed

Year 2					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Billy the Brave Knight Defeating a Monster Tale Toolkit – problem/ resolution •Sequencing story language (one day, eventually, luckily, by the time) •Character feelings (problem/ending) **Goblins Toolkit - information** •Subheadings •Expanded noun phrases to describe •Question to hook the reader in the introduction •Conjunction (because)	**Bog Baby Finding Tale** Toolkit – setting •Tell the reader about the time of day or weather •Use the senses to describe •Use a simile •List of 3 (comma) **How to catch a Bog Baby Toolkit – Instructions** •bullet points •title /subheadings •sequential connectives •imperative language	**Jack and the Beanstalk Tale of Quest** Toolkit – suspense •Say what they can hear, see or feel •Dramatic sentence starters - at that moment, suddenly, unfortunately •Short sentences for impact •Exclamation sentences **Why Giants need Catching Toolkit – explanation** •Why title •Introduction to the text to explain importance •Generalisers (most, many, some, few) •Conjunctions for cause and effect (so…, so that…, because…, that's why…, in order to…)	**Cinderella Rags to Riches** Toolkit – openings and endings •Place story starters – i.e. In a distant land far, far away •Time openings (sequential conjunctions) Early one morning… Late one night… •Character feelings at the start and end **Should Cinderella have gone to the ball? Toolkit – discussion** •'Should' question title •Present/past tense •Give points to agree and disagree •Generalisers (the majority, the minority) •Give own opinion in the conclusion	**Monkey See Monkey Do Losing Tale** Toolkit – problem/resolution •-ly starters (unfortunately, eventually, sadly) •Show change of character feelings •Use an exclamation mark to show emotion **Newspaper report Toolkit – recount** Mischievous monkeys steal innocent man's hats! •Catchy headline title •5ws in introduction •Past tense •First person (quote)	**Hansel and Gretel Journey tale** Toolkit – character •Feelings of character at the start and end •List of 3 (adjectives or facts about the MC) •Suffixes •Adverbs **Advert Toolkit – persuasion** •Persuasive language – most, need, •If….. then… sentence •Numerical sequencing of key points (firstly, secondly) •Conjunctions to extend and add information (and, but, because, as, when)