



Writing Progression Fiction and Non-Fiction

(This text specific guide should be used in conjunction with Pie Corbett's progression in writing which gives the GPS requirements for each year group.)

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Composition	<p>Planning Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Evaluating and Editing Discuss what they have written with the teacher and other pupils</p>	<p>Planning Jot down key words and new vocabulary Say aloud what they are going to write about</p> <p>Drafting Compose a sentence orally before they write it</p> <p>Evaluating and Editing Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Planning Plan or say aloud what they are going to write Write down ideas/key words including new vocabulary</p> <p>Drafting Encapsulate what they want to say sentence by sentence Write narratives about personal experiences and those of others</p> <p>Evaluating and Editing Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written so that the meaning is clear</p>	<p>Planning Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar</p> <p>Drafting Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures Organise paragraphs around a them Create settings, characters and plots</p> <p>Evaluating and Editing Assess the effectiveness of their own and other's writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Planning Identify the audience and purpose of the writing and select the appropriate form ☑ Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Drafting Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Precis longer passages Use a range of devise to build cohesion within and between paragraphs Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Evaluating and Editing Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject and very agreement when using singular and plural Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>

Foci for fiction writing

Each fiction unit will have a key focus based on the 6 key features underpinning a story: settings, suspense, characterisation, dialogue, description and openings and endings. (see Pie Corbett Progression and toolkits below). This is mapped out so that each one is covered at least 4 times with a progression from Reception to Year 6. It also links to the progression we expect to see across year groups when constructing the toolkits for each foci.

Settings toolkit			
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To create a setting that the reader can imagine, which sounds real and has an atmosphere you might want to:			
N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • Draw maps showing different settings • Create a simple story that starts and ends in the same place • Create a simple story in which a main character goes from setting to setting on a journey • Write a story with a local setting • Select from a bank of photos or images of settings to help you • Choose a scary setting where something might happen, e.g. <i>bridge, forest, old house;</i> • Use adjectives (<i>dark, gloomy, sunny</i>) and similes to describe settings (<i>it was dark as coal</i>) 	<ul style="list-style-type: none"> • Choose a name for the setting • Try to 'see' it in your mind and use all senses to describe • Use sentences of 3 to describe • Take your character home to end the story • Include some detail to bring a setting alive • Choose adjectives with care; use 'like' and 'as' similes • Include time of day and weather (<i>it was a hot night</i>) • Select scary settings for dilemmas 	<ul style="list-style-type: none"> • Choose an interesting name for the setting • Select the time of day and weather to create an effect, e.g. <i>thunder rumbled through the darkness</i> • Show how a character reacts to the setting: <i>Jo shivered.</i> • Show the setting through the character's eyes, e.g. <i>Jo looked round the room.</i> • Use prepositions – <i>below the hill; near the cave; on top of the table</i> • Use a change of setting, weather or time to create a new atmosphere. 	<ul style="list-style-type: none"> • Choose a name that suggests something about the setting, e.g. <i>Hangman's Wood</i> • Show the scene through the character's eyes – <i>Jill peered round the shop.</i> • Use a detailed sentence of 3 to describe what can be seen, heard or touched, e.g. <i>Old carpets, dusty sheets and broken chairs littered the floor.</i> • Pick out unusual details to bring the setting alive, e.g. <i>On the piano, stood a large cage containing a yellow snake.</i> • Introduce something unusual to hook the reader and lead the story forwards, e.g. <i>There was a letter on the doormat.</i> • Change atmosphere by altering weather, place or time and use metaphor and personification, e.g. <i>the wind moaned</i> • Reflect a character's feelings in the setting, e.g. <i>The rain poured and Gary sniffed.</i>

Useful ideas for teaching settings – always co-construct the toolkit with the class



Talk for Writing

Model all aspects of the toolkit and display word banks, sentences and ideas on prompt cards, washing lines or learning walls

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> Collect, display and use images of settings, e.g. <i>castle, forest, lake</i>; raid picture books & fairy tales Collect scary settings where something might happen, e.g. <i>bridge, forest, old house</i> Use images of places and describe these, imagining a story happening. Compose simple captions Provide maps with different settings drawn or blank spaces for children to draw in settings Provide story floor mats and settings to choose from during story play, e.g. <i>toy trees, a garage</i> Dramatise to help children imagine being in different settings and describing them Re-enact a story with children becoming the scene, e.g. <i>a bridge</i> 	<p>Collect banks of settings, weather & time of the day words for use</p> <p>Collect banks of adjectives, powerful verbs and similes to build descriptions</p> <p>Use art work and real places for drawing and collecting descriptions</p> <p>Use short-burst writing/ spine poems to teach description</p> <p>Use drama to enter imagined worlds; move through different settings and describe</p> <p>Use drama/ images to list words or invent sentences – what can you see, touch, smell and hear in the setting?</p>	<p>Collect language banks for settings, weather and time – sort by mood</p> <p>Raid novels for images, descriptive passages and write 'in the style of'</p> <p>Compare descriptions and analyse effect created</p> <p>Use drama to enter settings and mime how a character reacts</p> <p>Use film and real locations for short-burst writing to develop description</p> <p>Use 'tell me' to develop settings through an imagined character's eyes</p> <p>Use 'in a dark, dark house' to build settings</p>	<p>Use images to train observation, brainstorm language and ideas. Shape these into descriptive passages</p> <p>From novels, collect and compare different settings that create different moods; write similar descriptions, shifting mood</p> <p>Use film clips to discuss how settings manipulate the reader; write short descriptions of scenes</p> <p>Use drama to create and describe settings; show an image/film clip and interview 'eye witnesses'; use guided visualisation to imagine scenes, e.g. <i>The Highwayman</i></p> <p>Use physical theatre to build settings or retell tales; create still images and use 'talking objects' to describe</p> <p>Use sound effects, music and voices to create and dramatise settings</p>



Suspense toolkit

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To create suspense to build tension, scare the reader and keep the reader wanting to find out what will happen you might want to:

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • put the main character into a scary setting – <i>forest, old bridge, empty house</i> • make the main character hear or see something • describe the threat • make the main character escape! 	<ul style="list-style-type: none"> • isolate your character/s <ul style="list-style-type: none"> ○ in darkness/cold ○ in a derelict setting • use scary sound effects, e.g. <i>something hissed</i> <ul style="list-style-type: none"> ○ or show a glimpse, e.g. <i>a hand appeared ...</i> • show your character's reaction, e.g. <i>she shivered</i> • use exclamations to show impact • use dramatic connectives to introduce suspense and drama – <i>at that moment, suddenly, unfortunately</i> 	<ul style="list-style-type: none"> • let the threat get closer and closer • show the character's feelings by reactions, e.g. <i>she froze</i> • include short punchy sentences for drama • use rhetorical questions to make the reader worried – <i>Who had turned out the light?</i> • use empty words to hide the threat – <i>something, somebody, it, a silhouette</i> • select powerful verbs – <i>crept, grabbed, smothered</i> • use dramatic connectives – <i>in an instant, without warning, out of the blue</i> 	<ul style="list-style-type: none"> • hide the threat; • use an abandoned setting or lull the reader with a cosy setting • personify the setting to make it sound dangerous – use the weather and/or time of day to create atmosphere • make your character hear, see, touch, smell or sense something ominous • surprise the reader with the unexpected • suggest something is about to happen • reveal the character's thoughts, e.g. <i>She wondered if she would ever escape the darkness.</i> • slow the action by using sentences of three and drop in clauses.

Useful ideas for teaching suspense – always co-construct the toolkit with the class



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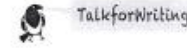
Model all aspects of the toolkit and display word banks, sentences and ideas on prompt cards, washing lines or learning walls

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • Collect, display and use images of scary settings, e.g. <i>castle, bridge, forest, lake, old house</i> • Raid picture books & fairy tales for scary settings and notice descriptions • Use pictures and photos of scary places and describe these • Imagine a story happening with a scary moment • Compose simple descriptive captions and sentences • Dramatise and imagine being in a scary setting, showing reactions 	<ul style="list-style-type: none"> • Read stories with suspense – innovate on sentences • Dramatise stories where main character hears or sees something scary • Show main character's reactions • Collect words to describe a character's reaction and use in sentences, e.g. <i>froze, hid, ducked down, trembled, shivered</i> • Rehearse sentences using dramatic connectives to introduce a sound effect or glimpse, e.g. <i>At that moment, she heard ... / At that moment, she saw</i> • Show images of scary places and list what might happen 	<ul style="list-style-type: none"> • Collect language banks for scary settings, ominous weather, cold and darkness – sort by mood • Raid novels for scary scenes, descriptive passages and write 'in the style of' • Compare suspense sections and analyse effect created • Use drama to recreate suspense, mime how a character reacts and hot seat • Use 'in a dark, dark house' to build suspense • Collect verbs, dramatic connectives, empty words, descriptive phrases to use when building suspense 	<ul style="list-style-type: none"> • From novels, collect and compare different suspense paragraphs and innovate • Use film clips to discuss how to manipulate the reader; write short suspense scenes • Use drama to create a suspense scene • Use sound effects, music and voices to create suspense • Hot seat characters from drama and a novel to explore feelings and thoughts at moments of suspense – turn into writing • Gather word banks for suspense using the senses • Rehearse suspense sentences using sentences of three to build tension and drop in clauses; contrast with rhetorical questions and short sentences



Characterisation toolkit

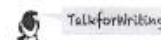
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To create characters that sound real and the reader can imagine you might want to:

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> Write about a character from a story you know or make up a new character Give your character a name Use adjectives to describe e.g. <i>friendly, scary</i> and use a simile – using <i>like</i> or <i>as</i> e.g. <i>with wrinkles like a walnut</i> Have a 'goodie' and a 'baddie' Give your character a problem End with 'happily ever after' 	<ul style="list-style-type: none"> Use simple similes to describe e.g. <i>He stood as tall as a tree</i> Use sentence or power of 3 e.g. <i>Santa was red, fat and friendly.</i> Use adverbs to describe how something does something e.g. <i>she tiptoed quietly</i> Use adjectives to describe a noun with a comma (simple noun phrases), e.g. <i>a small, round ball</i> Introduce bits of alliteration e.g. <i>Sally slept silently</i> 	<ul style="list-style-type: none"> Show not tell – describe a character's emotions using senses, e.g. the effect on the character's body – <i>a shiver shot up her spine</i> Give your main character a hobby, interest or special talent: <ul style="list-style-type: none"> <i>Shiv kept a pet rat called Simon in a cage made of bamboo shoots</i> an expression for speech, e.g. <i>'Rats!' she cried</i> something they love or hate or fear, e.g. <i>Carol had always been afraid of the dark</i> a distinctive feature, e.g. <i>she wore scarlet jeans</i> a secret Know your character's desire, wish or fear, e.g. <i>Gareth had always wanted a pet/ never liked lizards.</i> 	<ul style="list-style-type: none"> Use a name to suggest the character, e.g. <i>Mr Hardy</i> [strong and tough], <i>Miss Honey</i> [gentle] Drop in a few details to suggest character, e.g. <i>Mr Simons, gripping his cane, glared at the two boys.</i> Show (not tell) how characters feel by what they do, think or say, e.g. <i>"Get out!" he snapped, slamming the door. (to show anger)</i> Reveal a character's thoughts, e.g. <i>He hoped that he would find his way home.</i> Use other character's (or the narrator's) comments or reactions, e.g. <i>'Tracy's upset again,' whispered Jamil.</i> Use contrasting main characters & show how a character feels on the inside whilst pretending something else. Show character development – how they feel at the start and end of a story, e.g. <i>Mrs Bonny frowned. [Opening] Mrs Bonny turned to her new-found friend and smiled. [Ending]</i>

Useful ideas for teaching characterisation – always co-construct the toolkit with the class



Model all aspects of the toolkit and display word banks, sentences and ideas on prompt cards, washing lines or learning walls

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • Collect a bank of characters from reading • Notice, collect and use descriptive language • Ask class to sort characters into goodies and baddies • Discuss how characters feel and find clues in the text or images • Discuss dilemmas for characters • Role-play scenes in stories • Invent new characters together • Use hats, costumes and puppets to retell or invent stories with strong central characters • Draw characters on story map 	<ul style="list-style-type: none"> • From reading, create 'role on the wall', collecting character clues and tracking development • Add speech or thought bubbles to pictures • Collect, display and use a bank of descriptive language (adjectives & similes) • Use drama/ mime/ play 'in the manner of the word' to show how a character feels, e.g. <i>walked sadly</i> • Create banks of words to describe how a character feels • Draw characters + speech bubbles • Role-play brief conversations before writing dialogue • Use freeze frames, hot seat and interview characters 	<ul style="list-style-type: none"> • Notice and collect ideas for how authors develop characters through what they say, do and thin • Use reading and images to collect banks of words or phrases to draw on when writing for feelings, e.g. <i>scared – shivered, spine tingle, legs shook, tremble</i> • act out simple scenes with different characters, e.g. <i>coming into a room angrily, shyly, bossily, etc.</i> • Use drama to re-enact or develop new scenes • Collect character triggers, e.g. <i>a secret, a wish, a fear, finding something, an anxiety, a dream, losing something, a lie, etc.</i> 	<ul style="list-style-type: none"> • Play games where children mime and others have to guess – who and how they feel • Write dialogue for images of films with the sound turned down • Collect banks of names and idioms/expressions • Look at images of people and write banks of details to describe faces, hands, eyes, mouths, teeth, etc. • In reading, discuss how authors build characters and show/suggest feelings • Use drama to develop 'show not tell'. Act out scenes, changing a character's feelings, e.g. how does a bossy character answer the door or a shy one? • Rehearse changing sections of good writing by altering the character type thinking about what a different character would say, do or think; • Read and imitate good writers. Borrow characters and write new stories for them.



Dialogue toolkit

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Talk for Writing

To create dialogue that sounds real, reflects character and moves action forwards you might want to

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> Use puppets and make up funny voices when playing role-play different characters Read aloud using different voices for characters Discuss 'What did the character say?', 'why' and model 'How?' On story maps, draw simple speech inside speech bubbles Notice speech marks in shared reading; When the sound is turned down in films, discuss what they might be saying Use wordless picture books and discuss what a character might say. 	<ul style="list-style-type: none"> Choose and decide how a character feels, thinks or behaves and show this through what they say, e.g. <i>'I'm scared!'</i> Use powerful speech verbs – <i>hissed, squealed, roared, whispered</i> Use said plus an adverb – <i>he said nervously</i> <p>And a few speech punctuation rules:</p> <ul style="list-style-type: none"> Write what is said, starting with a capital letter, and the punctuation inside a speech bubble Burst the bubble to leave speech marks round what is said Start a new line for each speaker Start the spoken words with a capital letter If the sentence ends with speech, put a . or ! or ? inside the speech marks. If the sentence continues end the speech with a comma 	<ul style="list-style-type: none"> Use only a few exchanges Tag on what a character is doing while speaking, using a 'stage direction' – <i>'No,' he hissed, shaking his head.</i> Use a speech sandwich, e.g. <i>'Hello,' said John, waving to his friend.</i> Then character B replies, <i>'Run for it,' squealed Tim.</i> Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forwards Use quirky expressions, e.g. <i>"Crazy cats," she muttered.</i> 	<ul style="list-style-type: none"> Have characters discuss other characters and reflect on events Add to the speech sandwich by adding in the listener's reaction, e.g. <i>'Hello,' said John, waving to his friend. Tim gasped.</i> Also add in something else that is needed to keep the action moving forwards, e.g. <i>'Hello,' said John, waving to his friend. Tim gasped. Coming down the road was an elephant.</i> Complete with what the listener says, e.g. <i>'Hello,' said John, waving to his friend. Tim gasped. Coming down the road was an elephant. 'Run for it!' squealed Tim.</i> Put the speaker before or after what is said or in between, e.g. <i>Sam said, "So, let's go." "So, let's go," said Sam. "So," said Sam, "Let's go."</i>

Useful ideas for teaching dialogue – always co-construct the toolkit with the class



Model all aspects of the toolkit and display examples on washing lines.

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • Provide role-play spaces, costumes, hats and objects/toys to encourage role-play and re-enacting of stories • Provide puppets and play with children • Use picture books and big books – read aloud together with expression, emphasising who says what and how – discuss how characters feel and how we know • Read together using voices to match how a character feels • Discuss what character might be thinking and what they might do or say next • Use Post-its in Big Books or on screen to add in dialogue • Capture what children say on laminated speech bubbles & provide for play 	<ul style="list-style-type: none"> • Focus on dialogue in reading and work out simple rules • Display dialogue rules and examples on washing lines and on support cards • Rehearse dialogue in shared writing but keep it limited • Draw cartoons with speech bubbles for stories • Practice turning speech bubbles into dialogue • Use Post-its to innovate on speech verbs, adding in adverbs or changing what is said • Change a character's personality and then alter what they say 	<ul style="list-style-type: none"> • Add ideas to class dialogue rules by reading quality literature, display, model in shared writing and practise • Use paired drama to develop what is said and how it is said with expression mirroring how a character feels plus a simple action, e.g. <i>pointing at the chair</i> • Model in pairs what character A says + the reply from character B; then add in stage directions for both • Collect expressions from books but also from listening in to other people speaking • Make lists of idioms and everyday expressions 	<ul style="list-style-type: none"> • Notice in reading how other characters or the author, reflect on a main character • In drama, use the game 'gossip' or 'spies' to develop the idea of other characters commenting on a key character • Identify in reading and model in shared writing how the listener reacts; use drama to explore how reactions can be 'shown'; • Explore dialogue in quality books and add extra ideas to the class dialogue rules and tips • Innovate on extracts of dialogue from novels, using same style as author • Innovate from novels by changing how a character feels, using 'show not tell' and altering what they say – can a partner guess how your character feels?



Description toolkit

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To create a description that the reader can imagine, making it sound real and using it to intrigue, you might want to:

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> Look attentively and talk about new experiences Use adjectives (describing words) to say what images and objects look like Look carefully at images, objects, animals, events, etc. Use all the senses to discuss and describe – look, touch, taste, hear and smell Use powerful verbs to describe the quality of movement, e.g. ‘crept’ instead of ‘tiptoed’ 	<ul style="list-style-type: none"> Use precise nouns to ‘name it’ and create a picture in the reader’s mind, e.g. <i>poodle</i> rather than <i>dog</i> Choose adjectives with care and use a comma, e.g. <i>the small, round pot</i> Sentence or power of 3 to describe, e.g. <i>Santa was red, fat and friendly.</i> Choose powerful verbs rather than – <i>got, came, went, said, look</i> Use adverbs to describe how something does something e.g. <i>she tiptoed quietly</i> Experiment with alliteration Use ‘as’ and ‘like’ similes Observe carefully and draw on all the senses when describing. 	<ul style="list-style-type: none"> ‘Show’ not ‘tell’ – describe a character’s emotions using senses or a setting to create an atmosphere. e.g. <i>The shadow darted forwards. Her skin crawled!</i> Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match e.g. <i>rusted, overgrown, smeared, smothered</i> Use personification e.g. <i>the bushes seemed like they were holding their breath</i> Use metaphors and similes to create atmosphere, e.g. <i>even the tables froze</i> Use alliteration to add to the effect, e.g. <i>Sally slept silently. The dark, damp, dangerous wood ...</i> Use expanded noun phrases to add intriguing detail e.g. <i>The shaggy dog at the end of the lane begged on all fours.</i> 	<ul style="list-style-type: none"> Use a character’s reaction or the author’s comments to show the effect of a description, e.g. <i>Joanna shuddered.</i> Use onomatopoeia rather than alliteration to reflect meaning, e.g. <i>The bees buzzed busily.</i> Ensure all word choices earn their place and add something new and necessary, e.g. not <i>the red letterbox</i> but <i>the rusted letterbox</i> Use precise detail when describing to bring a scene alive, e.g. <i>His gold fob watch glinted.</i> Select detail and describe for a purpose, e.g. to scare the reader, to lull the reader.

Useful ideas for teaching description – always co-construct the toolkit with the class



Talk for Writing

Model all aspects of the toolkit and display word banks, sentences and ideas on prompt cards, washing lines or learning walls

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<p>Use new experiences – images, objects, animals, places, characters – to discuss and ‘say what it looks like’;</p> <p>Develop the use of the 5 senses and related language through specific experiences, e.g. feely bag, curiosity corner, nature table, nature walks, etc.;</p> <p>Carefully draw and paint set pieces;</p> <p>Guided discussion, focused on a stimulus with word gathering;</p> <p>Constant modeling of descriptive language by adults.</p>	<p>Regular painting and drawing of objects, animals, scenes, etc.;</p> <p>Develop use of 5 senses through science;</p> <p>Constant modeling of descriptive language by adults;</p> <p>Train children to generate descriptive language and add to their word banks with new vocabulary;</p> <p>Use collections to reinforce language, e.g. <i>shiny things</i>, <i>soft things</i>, <i>colour tables</i>, etc.;</p> <p>Collect interesting descriptive words and sentences from quality books and ‘bank’ for future use.</p>	<p>Teach drawing – close observational work;</p> <p>Develop language and observation through science work. Use lenses;</p> <p>Regular new experiences to discuss and describe. Play descriptive barrier games;</p> <p>Use short-burst ‘spine’ writing to practice observational writing;</p> <p>Brainstorm banks of vocabulary, list and use when writing;</p> <p>Use magpie books and boards to gather great descriptions from quality books.</p>	<p>Avoid overwriting when describing. Learn how to trim/ tighten sentences.</p> <p>Avoid repeating ideas, telling the reader the obvious (<i>hot flames</i>) and only select description that adds something new and moves the plot forwards.</p> <p>Discuss how good authors balance description and action.</p> <p>Gather creative imagery into banks and discuss effects on the reader.</p> <p>Map, learn and write in the style of the best descriptive passages available, e.g. description of the barn in <i>Charlotte’s Web</i>.</p> <p>Gather specific words banks through short-burst writing before writing narrative.</p> <p>Draw on previous writing and raid for effective imagery and description.</p>



Openings and endings toolkit

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Talk for Writing

To create openings and endings that hook the reader you might want to:

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> Learn a 'Once upon a time' opening Learn 'Once upon a time there was a ... who lived ...' to establish a character in a setting. E.g. 'Once upon a time there was a pirate who lived on an island.' Learn to end a story with 'Finally' or 'In the end' plus 'happily ever after'. 	<ul style="list-style-type: none"> Think about how the character feels/ what the character wants before the story starts Add more ways to start a story, using the 'time' starter 'one', e.g. <i>One day; One morning; One afternoon; One night ...</i> Add in 'early' or 'late', e.g. <i>Late one night; Early one morning ...</i> Use 'place' starters, e.g. <i>In a distant land; Far, far away; On the other side of the mountain, etc.</i> Use more time starters, e.g. 'Once, not twice; Long ago; Many moons ago ...' End by stating how the character has changed or what has been learned, 'He would never steal again.' Or, take your characters home. 	<ul style="list-style-type: none"> Use time (<i>Late one night</i>), weather (<i>Snow fell</i>) or place starters (<i>The river teemed with fish</i>) – 'who', 'where', 'when', 'weather' and 'what' (is happening) to orientate the reader Start with the name of your character, e.g. 'Bill stared out of the window'. Think about how the character feels (or personality, e.g. bossy) and show this at the start, e.g. 'Bill glared at his teacher.' Use dramatic speech – "How do we escape now?" (Try warnings, worries, dares, secrets.) Start with questions or exclamations to hook the reader's interest, e.g. "Run!" they yelled./ "What is it?" she muttered. End by showing how the character has changed, 'Bill grinned.' or what has been learned, e.g. a moral 	<ul style="list-style-type: none"> 'Hook' the reader, e.g. <ul style="list-style-type: none"> Usually, Tim enjoyed playing in the park but ... Use a contrast, e.g. inside/ outside: <i>Outside, the wind howled. Inside, the fire blazed.</i> Use a <u>dilemma</u>, <u>desire</u> or <u>unexpected</u> event, e.g. <i>Jo wept.</i> Suggest something dangerous might happen (<i>the ancient bridge shook</i>) or has happened (<i>smoke rose from the village</i>) Dismiss the 'monster', e.g. <i>Tim had never believed in ghosts.</i> Create a mood (<i>The fog shrouded ...</i>) Use a 'trigger' to catch the reader's interest, e.g. <i>someone wants something; is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives</i> Use a flashback or forwards. End by showing what the main character has learned or how they have changed. Make a link back to the beginning. Have the author comment on events.

Useful ideas for teaching openings and endings – always co-construct the toolkit with the class



Model all aspects of the toolkit and display possible openings and endings on the washing line or working wall

N/R	Y1/2 As in N/R plus:	Y3/4 As in Y1/2 plus:	Y5/6 As in Y3/4 plus:
<ul style="list-style-type: none"> • Notice and use common openings and endings from well-loved picture books • Repeat common storytelling openings/ endings such as 'Once upon a time' or 'Finally, they ...' in storytelling • Emphasise in storytelling the importance of the main character and where they lived • Use banks of familiar characters and settings to develop familiar opening patterns such as 'Once upon a time there was a ... who lived ...' 	<ul style="list-style-type: none"> • Hot seat, in role, as a main character at the start of a story – <i>what do they feel/ desire, where do they live/ where are they going/ what are they doing</i> – then turn into oral telling of the opening or shared writing • Repeat hot seating of the main character to develop the ending, focusing on how the character has changed or what has been learned • Notice, collect and try using openings from picture books and oral stories • Build up a bank of cards with time starters, characters, settings so that children can choose different ways to open/ end stories • Use objects, pictures, film clips, trips, visitors to trigger story beginnings 	<ul style="list-style-type: none"> • Use drama to develop 'show not tell' to deepen openings and endings • Use role-play to develop possible 'speech' openings and translate with shared writing • Collect and categorise openings from story books, e.g. ones that start with speech, a character's name, the setting, a question, a dilemma, etc. • Discuss which openings hook the reader and what techniques are being used • Work on planning with a character, in a <i>place, the time of day and weather</i>. Then add in 'why the character is there' and 'how the character feels' 	<ul style="list-style-type: none"> • Collect adverbials to hook the reader, e.g. 'Usually', 'amazingly', 'suddenly' • Work from objects, images, experiences • Model how to tease the reader by leaving gaps and a back-history, e.g. 'Mrs Jenkins was not going to be fooled again.' • Compare different openings/ endings by quality writers and discuss which is most powerful and why. Then contrast the openings with their endings; look for links • Use shared and guided writing to model effective openings that hook the reader and endings that draw a story together. Reflect what has changed/ been learned • Experiment by writing various openings, thinking about the desired effect on the reader, e.g. to make them laugh, feel sad, want to read on, etc.

Non-fiction

During their time at CMPS, the children will cover each of the different non-fiction text types during their literacy lessons but will then be able to use these skills to apply them in other subjects.

Non-Fiction

Instructions – Writing to Inform		Purpose		Types
Rules and procedures, whose aim is to ensure that something is done properly. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To tell how to do or make something To give information on how to complete a task To describe a process in chronological order		DIY Manual Sewing or Knitting Pattern Recipe Science Experiment Instructions and Packaging
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of how to make and do something Simple sentence containing imperative verb at the start spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title or Goal List of Equipment/Materials Numbered Steps	Use of simple sentence structures. Imperative verbs to start sentences Lists	Noun Imperative verbs Present tense verbs Adjectives Time conjunctions to show chronological order	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Goal – outline statement about what will be achieved Sequenced steps to achieve the goal Diagrams and illustrations to support the process	Imperative verbs used for clarity Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Goal – outline statement about what will be achieved Ingredients and equipment lists are outlined clearly Tips and suggestions and precautionary advice embedded in the text	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5/6	Instructions for more complex processes	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

Recount – Writing to Inform and Entertain		Purpose		Types
This form of writing can be used to inform and entertain but can also be used to persuade. Recounts can be written about the writer or about someone else. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and self-awareness.		To retell events in time order. To give an account of an event or experience To write in chronological order		Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the event spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time Simple ending	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Title Clear introduction and conclusion Ideas organised into chronological paragraphs demonstrating the passing of time	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Title Introduction to give a clear understanding of what they text will be about Concluding paragraph to summarise the overall impact Links between sentences and paragraphs to navigate the reader Paragraphs organised around key events Elaboration within paragraphs to develop: description, action and feelings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Fully developed introduction and conclusion to include personal responses Paragraphed events, which are detailed and engaging Clear chronology throughout the piece by directing the reader to time and place Information is prioritised to the reader	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons

Non-chronological Report – Writing to Inform		Purpose		Types	
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: creativity, enquiry, evaluation, information processing, reasoning and problem solving.		To describe what things are like (were like) To inform the reader of a specific subject content		Topic based school project Letter Science encyclopaedia Information Leaflet and Magazine Article	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Reception	Oral description of an object/person/place or thing Simple sentence containing an adjective	Use of simple sentence structures. Caption Writing – Creating Facts	Nouns and verbs correct	Capital letter and full stop	
Year 1	Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop.	Use of simple sentence structures. Use of time conjunctions at the start	Noun Past tense verbs Adjectives Time conjunctions to show chronological order Coordinating conjunctions to join sentences together	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I	
Year 2	Clear introduction to classify the subject of the report Grouping Information into specific paragraphs: Classification Description Habitats etc.	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Simple and Progressive present and past tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Generalising words – many, most, some Use of technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list	
Year 3/4	Clear introduction and conclusion Paragraphs organised correctly into key ideas Subheadings used to organise information	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Sentences contain more than one clause using coordination and subordination	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple past, past progressive and past perfect Fronted adverbials First and third person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Introductory sentence for each paragraph to explicitly give the main idea	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Comparative sentences	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Correct use of simple past, past progressive and past perfect Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons	

Explanation – Writing to Inform		Purpose		Types
This form of writing provides detailed information to the reader and is structured under clear categories. This writing allows for the development of: enquiry, evaluation, information processing, reasoning and problem solving.		To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order		Encyclopaedia entry technical manual science investigation question and answer section
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation
Year 2	Clear introduction explaining the process to be explained Fully developed process steps using time and causal conjunctions to link ideas Conclusion	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3/4	Clear introduction and conclusion Paragraphs organised around a topic or process Description of parts Explanation of how or why something happens Further detail of the process Use of subheading to navigate the reader	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Subheadings and bullets points enhance the organisation Description of the phenomenon is technical and accurate	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Sentences are generalised to categories the information	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons

Persuasive – Writing to Persuade and Entertain		Purpose		Types	
This form of writing provides the writer with the opportunity to encourage the reader/listener towards seeing things the same way as them. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion		Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Year 2	Posters and Letters using key language features	Subject verb agreement within sentences and throughout Simple adverbs to express how to do an action Noun phrases to describe process Subordinating and Coordinating sentences used to add information and detail	Noun and noun phrase Simple and Progressive present tense verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Causal conjunctions to explain Adding 'er' and 'est' to show comparisons in adjectives First and Third person Technical vocabulary	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list	
Year 3/4	Clear introduction and conclusion Paragraphs organised around key ideas/subject and issue Use of subheading to navigate the reader Topic sentences to navigate the paragraph	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses Rhetorical questions Turning opinion into fact Emotive language	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials First and third person Standard English	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations and to demonstrate excitement Brackets	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments are well-constructed Viewpoint of the writer is evident throughout	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion Use of passive and active Concession and condescension are used to impact the reader	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech	Brackets Dashes Colons Semi-colons	

Discursive – Writing to Discuss		Purpose		Types	
This form of writing allows for a reasoned and balanced overview to discuss an issue or controversial topic. This writing allows for the development of: creativity, empathy, enquiry, evaluation, information processing, managing feelings, motivation and problem solving.		To present arguments and information from different viewpoints To show for and against		Write up of a debate Newspaper Article Leaflet giving balance argument Essay	
Year Group	Text Organisation	Sentence Features	Grammatical Features	Punctuation	
Year 5/6	Introduction and conclusion provide detail and give cohesion to the piece Paragraphs organised to prioritise the most important argument Arguments on both sides are well-constructed Formal language is used throughout to show a balanced viewpoint	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length to support cohesion	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Modifiers used to intensify or qualify Nouns and pronouns used for clarity and cohesion Verb forms are controlled and precise Fronted adverbials Implied second person Use of modal verbs Tense changes according to the purpose Reported speech as well as direct speech Abstract nouns	Brackets Dashes Colons Semi-colons	