

**Talk For Writing Genre Map Year 3/4 Cycle B**

- ❖ SPAG focus for all units: Punctuation – A.,’?! Devices for cohesion within and across paragraphs.

| <b>Autumn 1</b>   | <b>Autumn2</b>   |
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| <b><u>Fiction</u></b>   | <b><u>Fiction</u></b>  |
| <p><b>Story Pattern:</b> Defeating the Monster (The Cobbler and the Dragon)</p> <p><b>Focus:</b> Setting Description</p> <p><b>SPAG Focus:</b><br/>                     Basic vocabulary recap A.,’?!<br/>                     Consolidate word types<br/>                     Synonyms<br/>                     Simple sentences – subject, verb, object<br/>                     Pronouns<br/>                     Simile to begin a sentence</p> <p><b>Sentence Types:</b><br/> <b>List of 3 adjectives, correctly punctuated:</b> <i>She was tired, hungry and exhausted.</i></p> | <p><b>Story Pattern:</b> Wishing Tale (Gorilla)</p> <p><b>Focus:</b> Character Description</p> <p><b>SPAG Focus:</b><br/>                     Embedded clauses<br/>                     Prepositional phrases<br/>                     Speech – Recap punctuation<br/>                     Consolidate word types<br/>                     Use of a / an determiner<br/>                     Consonant / Vowel</p> <p><b>Sentence Types:</b><br/> <b>Prepositional phrase used to describe a thing or person + how adverb + where adverbial:</b> <i>The girl with the red hair laughed loudly in the garden.</i><br/> <b>A how adverbial (especially to describe feelings):</b> <i>The sad boy cried with despair.</i><br/> <b>Two adjectives (separated by commas) before noun + how adverb + where adverb:</b> <i>The confused, angry teacher stomped angrily into the office.</i><br/> <b>Begin with –ing verb + comma + 2 alliterating verbs:</b> <i>Sighing loudly, John stood and stared.</i><br/> <b>Descriptive phrase separated by pair of commas:</b> <i>Harry, my mum’s friend, is a postman.</i></p> |
| <b><u>Non Fiction</u></b>   | <b><u>Non Fiction</u></b>  |
| <p><b>Text Type:</b> Discussion (Should children be allowed to own pets?)</p> <p><b>SPAG Focus:</b><br/>                     Cohesion within paragraphs (subordinating and coordinating conjunctions)<br/>                     Formal and informal language<br/>                     Conclusion<br/>                     Generalisers – Phrases</p> <p><b>Sentence Types:</b></p>   | <p><b>Text Type:</b> Recount (Letter)</p> <p><b>SPAG Focus:</b><br/>                     Possessive pronouns<br/>                     Verb tenses (past, present, future, past progressive)<br/>                     Apostrophes for contraction and possession<br/>                     Sentence types – Statement, question, exclamation<br/>                     ? and ! Punctuation</p> <p><b>Sentence Types:</b><br/> <b>Use question punctuated correctly in speech:</b> <i>“Can you see me?” asked Sarah.</i><br/> <b>Use exclamation punctuated correctly in speech:</b> <i>Remember the book!” shouted Dad.</i></p>   |
| <b><u>Poetry unit – Repeating Pattern</u></b>   |  |
| <b><u>Spring 1</u></b>  | <b><u>Spring 2</u></b>   |

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| <p style="text-align: center;"><b><u>Fiction</u></b></p> <p><b>Story Pattern:</b> Finding Tale<br/> <b>Focus:</b> Suspense<br/> <b>SPAG Focus:</b><br/> Clauses<br/> Exclamation sentence type<br/> Long and short sentences<br/> Complex sentences<br/> Adverbs<br/> <b>Sentence Types:</b><br/> <b>“So” used in both positions in a complex sentence:</b><br/> <i>They opened the gate so they could go into the meadow below. And so she could never forget, she took one last look at the dragon.</i><br/> <b>Adverb included in “so” complex sentence:</b> <i>We watched the birds silently so we would not frighten them away.</i><br/> <b>Use 1 or more examples of onomatopoeia:</b> <i>The stream gurgled and spluttered its way through the leafy forest.</i><br/> <b>-ing verb opener + comma + saw/noticed/heard + noun followed by –ing verb clause:</b> <i>Glancing up at the sound, she noticed a strange face staring at her.</i><br/> <b>Confident use of how, where and when adverbials + combining them + changing order:</b> <i>At last they sat down. The sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the grass.</i></p> | <p style="text-align: center;"><b><u>Fiction</u></b></p> <p><b>Story Pattern:</b> Losing tale<br/> <b>Focus:</b> Description<br/> <b>SPAG Focus:</b><br/> Similes<br/> Prepositional phrases<br/> Fronted adverbial<br/> Modifying adjectives<br/> Expanded noun phrases<br/> <b>Sentence Types:</b><br/> <b>Begin sentence with where adverbial:</b> <i>Down in the meadows, the sun shone brightly.</i><br/> <b>Prepositional phrase used to describe a thing or person + how adverb + where adverbial:</b> <i>The girl with the red hair laughed loudly in the garden.</i><br/> <b>Prepositional descriptive phrase + look/seem/sound + 2 adjectives:</b> <i>The plant with no light looked yellow and unhealthy.</i><br/> <b>-ing verb opener + comma + how and where adverbials:</b> <i>Buzzing loudly, the bee flies furiously from flower to flower.</i></p> |
| <p style="text-align: center;"><b><u>Non Fiction</u></b></p> <p><b>Text Type:</b> Instructions<br/> <b>SPAG Focus:</b><br/> Bullet points<br/> Technical language<br/> Command sentence type<br/> Imperative verb<br/> Colon<br/> Adverbs<br/> Future tense<br/> <b>Sentence Types:</b><br/> <b>Begin instruction with adverb, action and subordinate clause:</b> <i>Gently push them together before the glue dries.</i><br/> <b>‘To’ + verb used in sense of ‘in order to’ in both positions in a complex sentence:</b> <i>Carefully we opened the box to see what was inside. and To make the puppet, we needed an old sock, some stuffing and some string.</i><br/> <b>Colon to introduce a list:</b> <i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i></p>  | <p style="text-align: center;"><b><u>Non Fiction</u></b></p> <p><b>Text Type:</b> Information<br/> <b>SPAG Focus:</b><br/> Bullet points<br/> Subheadings<br/> Generalisers<br/> Coordination/subordination<br/> Compound and complex sentences<br/> Commas for a list<br/> Colon<br/> <b>Sentence Types:</b><br/> <b>Two simultaneous clauses joined by ‘as’:</b> <i>The mighty oak shuddered as the thunder roared.</i><br/> <b>Colon to introduce a list:</b> <i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i><br/> <b>List of questions:</b> <i>Why were the Romans such good soldiers? And builders? And craftspeople?</i></p>  |

| <u>Summer 1</u>  | <u>Summer 2</u>  |
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| <p data-bbox="81 349 778 387" style="text-align: center;"><b><u>Fiction</u></b></p> <p data-bbox="81 394 778 432"><b>Story Pattern:</b> Warning Tale</p> <p data-bbox="81 439 778 477"><b>Focus:</b> Cliff Hangers</p> <p data-bbox="81 483 778 521"><b><u>SPAG Focus:</u></b></p> <p data-bbox="81 528 778 566">Exclamation</p> <p data-bbox="81 573 778 611">Long and short sentences</p> <p data-bbox="81 618 778 656">Clauses</p> <p data-bbox="81 663 778 701">Comparative and superlative adjectives</p> <p data-bbox="81 707 778 745">Conditional verbs (could, should, would)</p> <p data-bbox="81 752 778 790"><b><u>Sentence Types:</u></b></p> <p data-bbox="81 797 778 835"><b>Complex sentence with comparison beginning as if:</b> <i>They ran as if they were running for their lives.</i></p> <p data-bbox="81 842 778 880"><b>Complex sentence beginning –ing verb + comma after subordinate clause:</b> <i>Laughing crazily, the witch followed them through the dusty woods.</i></p> <p data-bbox="81 887 778 925"><b>Confident use of how, where and when adverbials + combining them + changing order:</b> <i>At last they sat down. They sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the grass.</i></p> | <p data-bbox="783 349 1482 387" style="text-align: center;"><b><u>Fiction</u></b></p> <p data-bbox="783 394 1482 432"><b>Story Pattern:</b> Quest tale</p> <p data-bbox="783 439 1482 477"><b>Focus:</b> Action</p> <p data-bbox="783 483 1482 521"><b><u>SPAG Focus:</u></b></p> <p data-bbox="783 528 1482 566">Sentence of 3 for action with comma</p> <p data-bbox="783 573 1482 611">Ed clauses as starters</p> <p data-bbox="783 618 1482 656">Speech for action</p> <p data-bbox="783 663 1482 701"><b><u>Sentence Types:</u></b></p> <p data-bbox="783 707 1482 745"><b>Three actions + correct comma:</b> <i>The dog sniffed the shoe, dug a hole and quickly buried it.</i></p>  |
| <p data-bbox="81 1122 778 1160" style="text-align: center;"><b><u>Non Fiction</u></b></p> <p data-bbox="81 1167 778 1205"><b>Text Type:</b> Explanation</p> <p data-bbox="81 1211 778 1249"><b><u>SPAG Focus:</u></b></p> <p data-bbox="81 1256 778 1294">Generalisers</p> <p data-bbox="81 1301 778 1339">Determiners</p> <p data-bbox="81 1346 778 1384">Prepositions</p> <p data-bbox="81 1391 778 1429">Bullet points</p> <p data-bbox="81 1435 778 1473"><b><u>Sentence Types:</u></b></p> <p data-bbox="81 1480 778 1518"><b>Colon to introduce a list:</b> This is what you need: cardboard, scissors, glue, string and coloured pencils.</p>   | <p data-bbox="783 1122 1482 1160" style="text-align: center;"><b><u>Non Fiction</u></b></p> <p data-bbox="783 1167 1482 1205"><b>Text Type:</b> Persuasion</p> <p data-bbox="783 1211 1482 1249"><b><u>SPAG Focus:</u></b></p> <p data-bbox="783 1256 1482 1294">Repetition to persuade</p> <p data-bbox="783 1301 1482 1339">Generalisers</p> <p data-bbox="783 1346 1482 1384">Cohesion within/ between paragraphs</p> <p data-bbox="783 1391 1482 1429">Formal/ informal language</p> <p data-bbox="783 1435 1482 1473"><b><u>Sentence Types:</u></b></p> <p data-bbox="783 1480 1482 1518"><b>List of questions:</b> <i>Why were the Romans such good soldiers? And builders? And craftspeople?</i></p> <p data-bbox="783 1525 1482 1563"><b>Use persuasive sentence openers:</b> <i>Surely it is obvious that... Most sensibly people think that...</i></p> |
| <b><u>Poetry Unit</u></b> – Diamantes  | <b><u>Poetry Unit</u></b> – Limerick and Clerihew  |