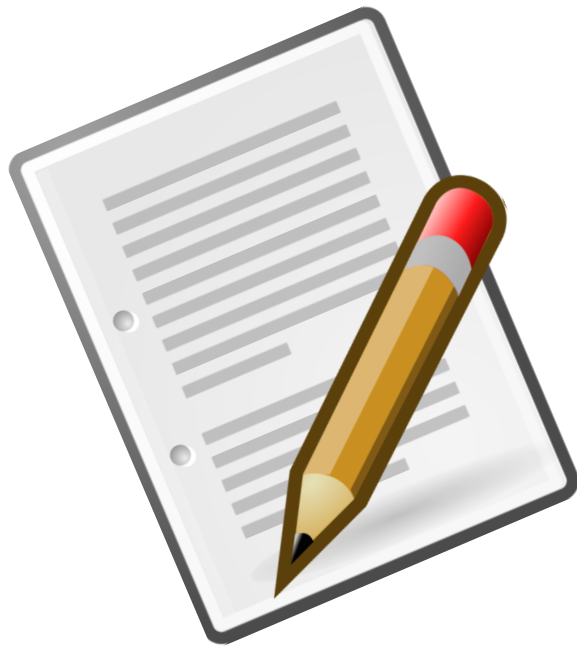
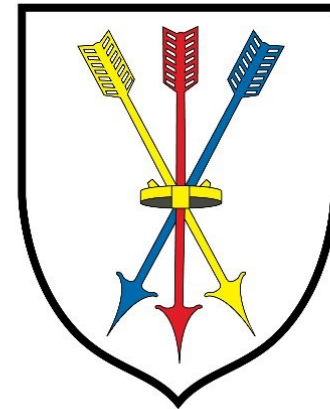


# Purbrook Junior School

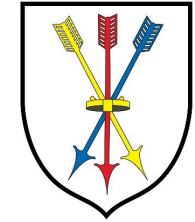
## Writing Curriculum



Purbrook Junior School



Purbrook Junior School



# Purbrook Junior School Writing Curriculum

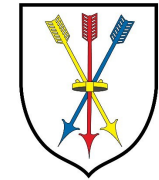
Writing at Purbrook Junior School

Developing writers

Progression in Writing

Writing Planning

Assessment

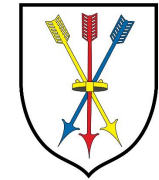


# Writing at Purbrook Junior School

## **Our writing intention:**

At Purbrook Junior School, we inspire all of our pupils, regardless of ability and background, to - Dream Big. We nurture them so, no matter what their goal, they will strive to be the very best that they can be and therefore be open to a rich and wide world of opportunity. We believe that giving them the skills required to be great writers will enable them to achieve their very best.

We want pupils at our school to feel confident in communicating their knowledge and ideas through their writing. We want pupils to acquire a rich vocabulary, a good understanding of grammatical rules and be able to apply spelling rules and consider spellings patterns throughout their time at our school. We want children to write clearly, accurately and independently adapting their writing based on audience, purpose and form. We believe that all pupils should strive for high standards of presentation enhanced by clear and legible joined handwriting. We want children to play a part in the editing process and understand the purpose of editing to improve refining their work during and after writing. We will support those with SEND in writing using various scaffolds and support systems such as Clicker 7 to enable every pupil to achieve their full potential.



# Writing at Purbrook Junior School

## The implementation of writing:

**Classroom Organisation:** English is taught as a whole class session so that all children have access to the age-related National Curriculum. Within these lessons, staff will adapt and scaffold the learning to enable children who find writing a challenge to still achieve. This may involve word banks, sentence stems or additional adult intervention for example. Children working at greater depth will show a greater recognition of the impact their writing has on a reader and include a wider remit of vocabulary and grammatical features.

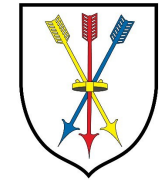
**Spellings:** The teaching of spelling will be variant depending on the needs of each cohort. Where necessary, children will be grouped based on their phonetical awareness or spelling age. Teachers should make use of the Babcock scheme for spellings and provide phonics by way of intervention using the Phonics Play online platform. When marking work, teachers should follow the guidance for the correction of spellings as per our marking policy.

**Grammar and Punctuation:** Grammar and punctuation will be largely taught within lessons and within the learning journey of a piece of writing. This enables the learning to be purposeful and fit for the context in which they are writing. Staff may deem it appropriate to deliver stand alone lessons in order to embed or develop or consolidate particular skills.

**An Writing Learning Journey:** All year groups have been provided with a writing overview grid (See p.13) which ensures there is coverage of both fiction and non-fiction writing and exposes the children to a range in form from story writing to letters to blogs. Year leaders in conjunction with the English Leads create a half termly overview closely linking reading and writing together. Writing stimulus is provided by a rich text driver. Teaching staff will use a 'working backwards' approach in order to plan a sequence of lessons enabling children to produce writing fit for their audience, purpose and form. Children are shown the expectations of their final written outcome using the Duran Box Model and learning is built upon throughout. At the end of each unit, usually around 2-3 weeks, children produce an independent, extended write which is assessed using the WEGGS (p16-19).

**Marking and Feedback:** See feedback policy for guidance.

**Assessment:** Assessment of writing should take place at the end of a unit of work. The child's piece of work should then be assessed using the WEGGS. This should be around 2—3 pieces per half term. Regular moderation should occur across year group and across the school to ensure a consistent approach.



# Writing at Purbrook Junior School

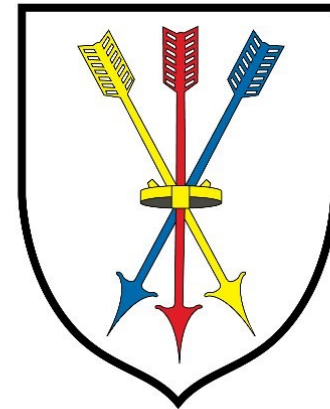
## The Impact of Writing:

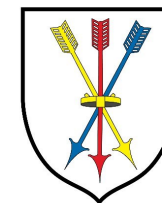
- Pupils will enjoy writing across a range of genres and cross curricular contexts
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a rich and varied vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the purpose, audience and form
- Pupils will leave Purbrook Junior School being able to effectively apply spelling rules and patterns they have been taught
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

# Developing Writers

Purbrook Junior School

Phonics





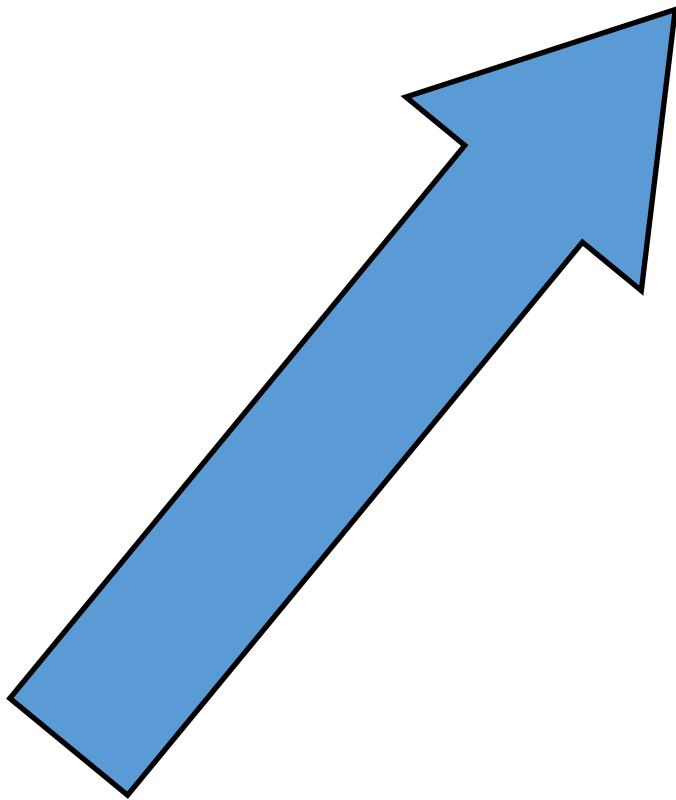
# Developing writers

At Purbrook Junior School, some learners will still be in the early stages of their writing journey. There is an expectation that all children should be fluent in phonics up to phase 6 by year 2 but this will not be the case for some of our learners. Detailed below are the skills required and when they should be acquired as detailed in the Letters and Sounds document.

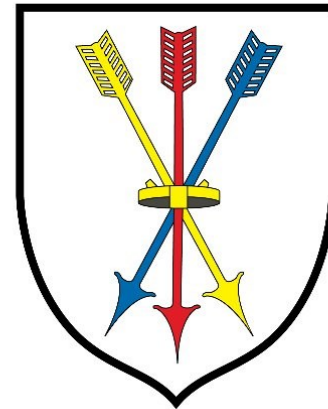
Phase	Phonic Knowledge and Skills
Phase One (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
Phase Four (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
Phase Six (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

It is expected therefore that on entry to our school teachers will need to put into place a phonics intervention for those who did not pass the phonics assessment in year one

# Progression in writing



Purbrook Junior School





### Year 3 Writing Progression

#### Composition / Vocabulary, punctuation and grammar

##### **Plan their writing by:**

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

*I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like*

*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it*

##### **Draft and write by:**

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))

*I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because*

##### **Pupils should be taught to:**

**Develop their understanding of the concepts set out in [English Appendix 2](#) by:**

**Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, as, after, before, while**

**Pupils should be taught to:**

- **develop their understanding of the concepts set out in [English Appendix 2](#) by using conjunctions, adverbs and prepositions to express time, place and cause**

*I can talk about time, place and cause using these words: when, before, while, so, because, then, next, soon, therefore, before, after, during in, because of*

**Develop their understanding of the concepts set out in [English Appendix 2](#) by**

**Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**

*(This is a Year 4 Target Tracker statement. However to aid cohesion in writing, teach children how pronouns can be used to avoid repetition)*

##### **Draft and write by:**

organising paragraphs around a theme / **Introduction to paragraphs as a way to group related material**

*I can use paragraphs to organise my writing so that blocks of text group related material*

*I can use paragraphs, headings and subheading to aid presentation*

##### **Draft and write by:**

in narratives, creating settings, characters and plot

*I can draft and write descriptive work that creates settings, characters and plots*

*Introduction to inverted commas for direct speech - I can use speech marks correctly sometimes*

##### **Draft and write by:**

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

*I can draft and write material such as instructions, using headings and sub-headings to organise my work*

##### **Evaluate and edit by:**

assessing the effectiveness of their own and others' writing and suggesting improvements

*I can re-read my work to improve it for my audience*

## Year 3 Writing Progression

### **Composition / Vocabulary, punctuation and grammar**

#### **Plan their writing by:**

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
discussing and recording ideas

*I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like*

*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it*

#### **Draft and write by:**

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))

*I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because*

#### **Pupils should be taught to:**

**Develop their understanding of the concepts set out in [English Appendix 2](#) by:**

**Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, as, after, before, while**

**Pupils should be taught to:**

- **develop their understanding of the concepts set out in [English Appendix 2](#) by using conjunctions, adverbs and prepositions to express time, place and cause**

*I can talk about time, place and cause using these words: when, before, while, so, because, then, next, soon, therefore, before, after, during in, because of*

**Develop their understanding of the concepts set out in [English Appendix 2](#) by**

**Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**

*(This is a Year 4 Target Tracker statement. However to aid cohesion in writing, teach children how pronouns can be used to avoid repetition)*

#### **Draft and write by:**

**organising paragraphs around a theme / [Introduction to paragraphs as a way to group related material](#)**

*I can use paragraphs to organise my writing so that blocks of text group related material*

*I can use paragraphs, headings and subheading to aid presentation*

#### **Draft and write by:**

**in narratives, creating settings, characters and plot**

*I can draft and write descriptive work that creates settings, characters and plots*

*[Introduction to inverted commas for direct speech](#) - I can use speech marks correctly sometimes*

#### **Draft and write by:**

**in non-narrative material, using simple organisational devices [for example, headings and sub-headings]**

*I can draft and write material such as instructions, using headings and sub-headings to organise my work*

#### **Evaluate and edit by:**

**assessing the effectiveness of their own and others' writing and suggesting improvements**

*I can re-read my work to improve it for my audience*

### Planning

Children use story maps, mountains, grids and 'boxing' up to plan and develop ideas.

Planning is based upon the ideas children have explored in the writing models they have been exposed to.

Children are beginning to select words, phrases, sentence structures that they like and incorporate this into their own planning.

### Text

#### Fiction

Children plan and write the 5 part story structure with greater confidence.

They use paragraphs to separate the 5 parts accurately.

Characters are further developed through the use of adverbs and dialogue. They begin to use show not tell to develop character and setting e.g. showing the time of day and weather

Settings continue to be developed through the use of senses.

Writing shows purpose and some awareness of audience

Tense and person are generally consistent.

#### Non-Fiction

Children use paragraphs to group related material. They can organise information under subheadings or headings.

Children begin to use topic sentences as a way of introducing paragraphs

They can write an introduction that engages the reader drawing on models that they have been exposed to.

They include additional organisational features e.g. bullet points for facts, diagrams, facts boxes etc.

They understand how to write an ending for a non-fiction text. This should be based on the writing model they have looked at e.g. personal response, amazing facts, reminders wow comment etc.

Majority of the writing is in the correct tense and person.

Writing shows purpose and awareness of audience e.g. they begin to adapt language & sentences structures to suit the audience they are writing for.

### Sentence

There continues to be evidence of simple, compound (BOAS) and subordinating sentences that show a wider selection of conjunctions (e.g. those in addition to b/b+ - although, after, before, while)

Children continue to vary their sentence length. In addition they expand ideas by:

Using adverbs to embellish simple sentences

Use prepositions to place the action

Write list sentences

Sentence of 3 for description e.g. *the cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight*

Double ~~ly~~ ending sentences e.g. *He laughed loudly and heartily*

Sentence structures that children have been exposed to in writing in both fiction and non-fiction are evident within their own pieces of writing.

Children are using a wider selection of conjunctions, adverb and prepositions to express time, place and cause. They are able to edit their writing to include them because they understand the impact and purpose they have in writing.

**Vocab/grammar**

Language choices continue to be based on words 'mag-pied' from reading and are included in writing. They include words phrases and structures based on the models they read e.g. phrasing such as *Another possible explanation is*

Children understand when to use 'a' and 'an' but may need reminding about this when applying into writing.

Children begin to the present perfect form of verbs in contrast to the past tense

**Punctuation/Editing:**

Children can with greater independence self-edit their work for punctuation (full stops, capital letters, apostrophes, exclamation marks, question marks, commas for listing). With support from peers and class teachers; they can edit writing for vocabulary and grammar choices. They use opportunities to read their work out loud to support them in making changes that affects the piece of writing. This may include the use of re-writing sentences in different ways. It is clear from books that this is an on-going part of lessons.

By the end of the Year children should be able to use and define the following words

**Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas**

**Handwriting**

Majority of work shows diagonal and horizontal strokes that are needed to join letters.

Know all the letters, when adjacent to one another, are best left un-joined.

Writing is spaced so that ascenders and descenders of letters do not touch

## Year 4 Writing Progression



### Composition / Vocabulary, punctuation and grammar

#### **Plan their writing by:**

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  
discussing and recording ideas

*I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar*

*I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times*

#### **Draft and write by:**

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))

*I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can*

#### **Pupils should be taught to:**

**Develop their understanding of the concepts set out in [English Appendix 2](#) by:**

**Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,**

#### **Pupils should be taught to:**

**Develop their understanding of the concepts set out in [English Appendix 2](#) by**

**using conjunctions, adverbs and prepositions to express time, place and cause**

*I can talk about time, place and cause using these words: when, before, while, so, because, then, next, soon, therefore, before, after, during, in, because of*

**Use of inverted commas and punctuation and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas.**

*The conductor shouted, "Sit down!"*

*I can use inverted commas and other punctuation to indicate direct speech*

**Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)**

*I can make my writing interesting by using adjectives and other descriptive methods*

**Use fronted adverbials [for example Later that day, I heard the bad news]**

**Using commas after fronted adverbials**

*I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news*

*I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news*

#### **Draft and write by:**

**organising paragraphs around a theme/ Use of paragraphs to organise ideas around a theme**

*I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together*

*I can use paragraphs to organise ideas around a theme*

#### **Draft and write by:**

**in narratives, creating settings, characters and plot**

*I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience*

#### **Draft and write by:**

<p><b>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</b>  <i>I can organise my non narrative writing so that it has headings and sub headings</i></p>
<p><b>Evaluate and edit by:</b>  <b>assessing the effectiveness of their own and others' writing and suggesting improvements</b>  <i>I can assess my work and that of others and suggest improvements</i></p>
<p><b>Evaluate and edit by:</b>  <b>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b>  <i>I can edit my work by changing the grammar to improve the way my work reads</i></p>
<p><b>Evaluate and edit by:</b>  <b>proof-read for spelling and punctuation errors</b>  <i>I can proof read my writing for spelling and use of punctuation</i></p>
<p><b>Evaluate and edit by:</b>  <b>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.</b>  <i>I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear</i></p>
<p><b>Indicating possession by using the possessive apostrophe with plural nouns/ Apostrophe to mark plural possession [for example, the girl's name, the girls' names]</b>  <i>I can explain the difference between the plural and possessive –s</i>  <i>I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names</i></p>
<p><b>Standard English forms for verb inflection instead of spoken forms [for example, we were instead of we was, or I did instead of I done]</b>  <i>I can use the correct form of the verb inflection e.g. we were instead of we was</i></p>
<p><b>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by</b>  <b>Appropriate choice of nouns or pronouns within and across sentences for clarity and cohesion and to avoid repetition</b>          (This is a Year 4 Target Tracker statement. However to aid cohesion in writing, teach children how pronouns can be used to avoid repetition)  <i>I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated</i></p>
<p><b>Terminology for pupils: Determiner, possessive pronoun, adverbial (in addition to that of Year 3)</b>  <i>I can understand and use the following terms: Determiner. Pronoun, possessive pronoun. Adverbial</i></p>

### Planning

Children are secure in using planning tools e.g. story maps, mountains, grids and 'boxing' up  
They continue to base their ideas and plan around good writing models they have explored and discussed.  
They begin to adapt these ideas into their own plan with greater independence.

### Text

#### Fiction

Children plan and write the 5 part story structure independently.  
They know when to start a new paragraph – time or place.  
Writing show greater links between these paragraphs e.g. through the use fronted adverbials- *Later that day*, conjunctions e.g. *Meanwhile, deep in the forest*,  
There is greater cohesion between ideas through the use of nouns and pronouns to avoid repetition.  
Characters are further developed through the use of adverbs and dialogue. They begin to understand the use of action and character reaction to develop character within situations.  
Majority of dialogue is punctuated correctly and beginning to use a new line for a new speaker.  
They continue to use show not tell to develop character and setting e.g. showing the time of day and weather  
Settings continue to be developed through the use of senses.  
Children begin to build suspense writing to introduce the dilemma e.g. short sentences for tension, show not tell, use of empty words, use of repeated questions etc.  
Stories begin to show a clearer distinction between resolution and ending.  
Writing shows purpose and greater awareness of audience.  
Tense and person are mostly consistent.

#### Non-Fiction

Writing shows that children are confident in organising their ideas around a theme.  
The organisation of the text is logical.  
Children use topic sentences, subheadings and heading to organise and orientate a reader.  
Introduction is engaging or informative.  
They include additional organisational features e.g. bullet points for facts, diagrams, facts boxes etc.  
They develop endings by including: *a personal opinion, response, extra information, reminders, questions, warnings, encouragement to the reader*.  
Writing links information within a paragraph with a range of conjunctions e.g. *as well as, in addition to, furthermore*  
Writing is in the correct tense and person.  
If appropriate, view point is generally maintained.  
Purpose of writing is clear and children can write for different audiences and with support adapt writing for this.

### Sentence

Children continue to a range of sentence types they have been exposed to within a piece of writing that show evidence of varying conjunctions

Children begin to manipulate the sentence structures they have been exposed to with greater confidence e.g. writing it in different ways and begin to understand the affect this has on their writing e.g. *Because of the thunder, the children ran inside or loudly and heartily, he laughed*. This may be evidenced as part of the editing process.

They continue to use sentences structures they have been exposed to in Year 3 and apply a greater range of Year 4 sentence constructions.

Sentence of 3 for action, expanded noun phrases by modifying adjectives or prepositional phrases / '2A' sentence types e.g. (the teacher expanded to the strict teacher with curly hair), noun, which/who/where sentences, embedded ~~ly~~~~ing~~ clause sentences, ,use of fronted adverbials to show when, where, how, and many questions sentences.

Children use conjunctions, adverbs and prepositions to express time, place and cause.

Children begin to use chains of reference to create cohesion within a paragraph through the use of appropriate choice of nouns and pronouns

### Vocab/grammar

Language choices continue to be based on words 'mag-pied' from reading and are included in writing. They include words, phrases and structures based on the models they read

Children continue to use the present perfect form of verbs in contrast to the past tense and children begin to use standard English forms of verb inflection instead of spoken forms e.g. we were instead of we was

Children use 'a' and 'an' correctly when writing.

Children use superlatives and comparatives appropriately

They create similes and use personification as and where appropriate.

They use the apostrophe for possession with plural nouns e.g. the girls' name, the girl's name.

Use specific determiners e.g. a, an, their, this, that, those and possessive pronouns

### Punctuation/Editing:

Children can with greater independence self-edit their work for punctuation (full stops, capital letters, apostrophe (including for plural possession), exclamation marks, question marks, commas to mark clauses and to mark off fronted adverbials). With support from peers and class teachers; they can edit writing for vocabulary and grammar choices. They use opportunities to read their work out loud to support them in making changes that affects the piece of writing. This may include the use of re-writing sentences in different ways. It is clear from books that this is an on-going part of lessons.

### Terminology:

By the end of the Year children should be able to use and define the following words

**Determiner, pronoun, possessive pronoun, adverbial**

### Handwriting

Writing is joined, apart from the letters that, when adjacent to one another, are best left un-joined.

All letters are formed correctly and are consistent in size

Writing is spaced properly so that letters or words do not overlap





## Year 5 Writing Progression



### Composition / Vocabulary, punctuation and grammar

#### Pupils should be taught to: plan their writing by:

Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

*I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work*

*I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary*

*I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films*

#### Draft and write by:

Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

*I can use a wide range of different sentence structures*

*I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work.     ? ! , ' { } -*

#### Draft and write by:

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

*I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood*

#### Draft and write by:

Précising longer passages

*I can draft and write by summarising longer passages*

#### Draft and write by:

Using a wide range of devices to build cohesion within and across paragraphs

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

*I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph*

*I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number ,e.g. secondly or tense choices e.g. he had seen her before*

*I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly*

*I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before*

#### Draft and write by:

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

*I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions*

#### Evaluate and edit by:

Assessing the effectiveness of their own and others' writing

*I can give feedback on and improve my own writing and my classmates' writing*

*I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer*

#### Evaluate and edit by:

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

*I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work.     ? ! , ' { } -*

<p><b>Evaluate and edit by:</b>  <b>Ensuring the consistent and correct use of tense throughout a piece of writing</b>  <i>I can use different verb forms with consideration for the audience and purpose</i>  <i>I can mark and edit work to have the correct tense throughout</i></p>
<p><b>Evaluate and edit by:</b>  <b>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b>  <i>I can mark and edit work to have the correct subject and verb agreement</i></p>
<p><b>Proof-read for spelling and punctuation errors</b>  <i>I can read work looking for spelling errors and correct them using a dictionary</i>  <i>I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose</i></p>
<p><b>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</b>  <i>I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear</i></p>
<p><b>Pupils should be taught to:</b>  <b>Develop their understanding of the concepts set out in English Appendix 2 by</b></p>
<p><b>Using modal verbs or adverbs to indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must</b>  <i>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</i></p>
<p><b>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</b>  <i>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun</i></p>
<p><b>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing</b>  <b>Using brackets, dashes or commas to indicate parenthesis</b>  <i>I can use commas to make my writing clear to the reader</i>  <i>I can use brackets and can also use dashes or commas for the same purpose</i>  <b>Terminology for pupils</b>  <b>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</b>  <i>I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity</i></p>



### Planning

Planning shows awareness of the purpose for writing and the audience they intend to write for.

Ideas are based on good writing models which they have explored.

Evidence that opportunities to develop initial ideas using further research and reading have been provided.

In writing narratives children unpick how authors have developed characters, settings etc. in increasingly complex texts. This is evidenced in planning and writing.

### Text

#### Fiction

Children plan and write the 5 part story structure independently and with greater confidence. They with some support manipulate it by starting at any of the 5 parts. They begin to select how to begin story openings based on the impact they want to create for the reader.

Children confidently start new paragraphs to show shift in place and time. They show greater confidence in starting new paragraphs for shifts in topic although they may struggle to maintain this.

Children confidently use a range of cohesive devices between and across sentences and paragraphs. They do this by making appropriate use of nouns and pronouns, adverbs, adverbial phrases and varied conjunctions.

Children continue to develop characters, settings and action in varying ways. *They look at how writers create atmosphere through the use of figurative devices e.g.*

*Metaphors, similes, personification and onomatopoeia and apply into their own.*

Dialogue is punctuated correctly including a new line for a new speaker. They continue to integrate dialogue to further develop character and to advance the action.

Children can confidently write story openings where they develop character and setting as well as create suspense. Children should begin to experiment with the problem/dilemma e.g. may be more than one problem to solve. They begin to make clear links to the dilemma so that there is cohesion within the story.

Children show greater confidence in adapting their writing to meet the purpose. They are aware of their audience and on-going changes to the writing reflect this.

Writing is consistent in tense and person.

#### Non-Fiction

Children are confidently and independently organise their ideas around a theme.

The organisation of the text is logical and they confidently use range of layouts to suit the text type and purpose for writing.

Children continue to use topic sentences, subheadings and heading to organise and clearly orientate the reader.

They begin to experiment with a variety of ways to open texts in order to draw the reader in and to make the purpose clear e.g. rhetorical questions, outlining of a debate, persuasive and informative introduction to an instruction text

They decide, with support, on the most effective organisational and presentational features in order make the text easier to read and understand for the purpose and audience they are writing for.

Endings are just as effective as the openings. Children select with greater confidence appropriate endings because they have a greater understanding of the purpose they are writing for: e.g. *a personal opinion, response, extra information, reminders, questions, warnings, encouragement to the reader, a direct appeal to the reader*

Writing links information within a paragraph and across paragraphs with a wider range of conjunctions. With support, they begin to make subtle links between paragraphs by making references in the previous paragraph e.g. *Even though the lizard has an extraordinary diet, it bears no comparison to its habitat.*

Viewpoint is established and maintained consistently most of the time throughout an entire piece of writing.

Purpose of writing is clear and children write for different audiences and can adapt writing for this with greater confidence

#### Sentence

Children continue to use a range of sentence types. They vary the conjunctions they use within a text. They develop their understanding of the types of conjunctions, particularly in non-fiction and begin to apply this to their own writing.

Children continue to edit and experiment with the sentences that they write in order to create different effects e.g. move around sentence chunks, reshape them by lengthening or shortening them for meaning or effect

They use sentences structures they have been exposed to in Year 3 and 4 and begin to use the sentence constructions taught in year 5 across a range of writing e.g.

use relative clauses beginning with *who, which, that, where, when, whose* or an omitted pronoun

Experiment with embedded clauses e.g. *was, ed, by*

3\_ed sentences e.g. *frightened, terrified and exhausted, they ran from the creature*

2 pair sentences

Ad, same ad sentences

Children continue to a range of conjunctions, adverbs and prepositions to express time, place and cause.

Children develop the cohesion in their writing by the use of varying conjunctions, appropriate use of nouns and pronouns, use of repetition of words or phrases to create chains of reference, using adverbials for time, place, number [secondly] and through tense choices [he had seen her before]

#### **Vocab/grammar**

Children have a greater awareness and show more independence in up-levering word choices, phrases, sentences, grammatical structures for effect on the reader.

Children use the perfect form of verbs to mark relationships of time and cause. This may not always be accurate.

Children show greater confidence in using standard English forms of verb inflections instead of spoken forms e.g. we were instead of we was and begin to apply this to their writing with some consistency.

Children use 'a' and 'an' correctly when writing.

They use a range of figurative and literary devices e.g. similes, personification, metaphors, superlatives and comparatives for effect on the reader

They use the apostrophe for possession with plural nouns e.g. the girls' name, the girl's name with greater consistency

Use specific determiners e.g. a, an, their, this, that, those and possessive pronouns.

#### **Punctuation/Editing:**

Children begin to self-edit their work regularly and it is clear to see that this is an on-going part of their learning.

They continue to edit writing for punctuation they have been taught, for vocabulary and grammar to enhance effects and to clarify meaning e.g. correct subject verb agreements when using singular and plural [e.g. *The list of items is/are on the desk*]. In addition they begin to make distinctions between language of speech and writing and select the appropriate form for the purpose and edit for this as and where needed. Children may still require support with this but are beginning to show more confidence with it

Children continue to edit for the correct use of tense so that it is consistent throughout an entire piece of writing.

Punctuation: Children use, apply and edit for punctuation as and when it is taught. In addition to Year 3 and 4, Year 5 need to know:

**Using brackets, dashes or commas to indicate parenthesis**

#### **Terminology:**

By the end of the Year children should be able to use and define the following words:

modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

#### **Handwriting**

Children write with increasing legibility, fluency and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters/

Children use the best writing implement that is best suited for a task.



## Year 6 Writing Progression

<p><b>Composition / Vocabulary, punctuation and grammar</b></p> <p><b>Pupils should be taught to: plan their writing by:</b> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <i>I can change my writing to fit the audience and purpose and choose the correct form and change the language and sentence length for the purpose</i> <i>I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary</i></p>
<p><b>Draft and write by:</b> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <b>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</b> <i>I can use grammar and vocabulary which is suited to the purpose of my writing</i></p>
<p><b>Draft and write by:</b> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <i>I can plan a detailed character and / or setting to have an effect in the reader and use ideas from what I have read, heard and seen in other stories, plays or films</i> <i>I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character's personality or mood as well as moving the action forward</i></p>
<p><b>Draft and write by:</b> <b>Précising longer passages - I can draft and write by accurately précising longer passages</b></p>
<p><b>Draft and write by:</b> Using a wide range of devices to build cohesion within and across paragraphs <b>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</b> <i>I can use different techniques to make my writing flow and link paragraphs</i> <i>I can link ideas across paragraphs using a wide range of cohesive devices such repetition of a word or phrase, grammatical connections and ellipsis</i></p>
<p><b>Draft and write by:</b> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <b>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</b> <i>I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader</i> <i>I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text</i></p>
<p><b>Evaluate and edit by:</b> <b>Assessing the effectiveness of their own and others' writing</b> <i>I can give reasoned feedback on mine and others' work to improve it</i></p>
<p><b>Evaluate and edit by:</b> <b>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b> <i>I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer</i></p>
<p><b>Evaluate and edit by:</b> <b>Ensuring the consistent and correct use of tense throughout a piece of writing - I can mark and edit work to have the correct tense throughout</b></p>
<p><b>Evaluate and edit by:</b></p>

**Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register**

*I can mark and edit work to have the correct subject and verb agreement*

**Proof-read for spelling and punctuation errors**

*I can read work looking for spelling errors and correct them using a dictionary*

*I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens*

**Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**

*I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear*

**Pupils should be taught to:**

**Develop their understanding of the concepts set out in English Appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms**

**The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]**

*I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing*

*I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing*

**Using passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].**

*I can use the passive to affect the presentation of information in a sentence*

**Using the perfect form of verbs to mark relationships of time and cause**

*I can use the perfect form of verbs to mark relationships of time and cause*

**Using expanded noun phrases to convey complicated information concisely**

*I can use expanded noun phrases to explain complicated information simply*

**Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing**

**Using hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]**

*I can use hyphens for clarity e.g. man eating shark or man-eating shark*

**Using semi-colons, colons or dashes to mark boundaries between independent clauses [for example, It's raining; I'm fed up]/ use of semi-colons within lists**

*I can use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up*

**Using a colon to introduce a list**

*I can use the colon to introduce a list and use semi-colons within lists*

**Punctuating bullet points consistently / bullet points to list information**

*I can use bullet points to list information*

*I can use the full range of punctuation I have been taught, including colons and semi-colons to mark the boundary between independent clauses*

**How words are related by meaning as synonyms and antonyms [for example, big, large, little]. - I can understand how words are related by meaning as synonyms and antonyms**

**Terminology for pupils**

**subject, object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points**

*I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points*

## Planning

Planning shows a clear understanding of purpose and audience.

Children use good writing models, further reading and research to develop initial ideas.

In writing narratives children unpick how authors have developed characters, settings etc. in increasingly complex texts.

## Text

### Fiction

Children continue to manipulate the 5 part story structure by:

*Creating suspense at different points*

*Use cliff hangers*

*Flashbacks/forwards*

*Start story at any point of the 5 part structure*

*Maintain plot consistently*

Children can confidently organise their writing into paragraphs to indicate shifts in time, place and topic.

Children confidently and independently vary how they create cohesion between and across sentences and paragraphs.

Children develop characters, settings and action in varying ways. *They create atmosphere through the use of figurative language which they use for effect.*

*Dialogue is punctuated correctly and is used to develop character and advance the action so that there is purpose to the dialogue.*

Children confidently adapt their writing to meet the purpose. They are aware of their audience and on-going changes to the writing reflect this.

Writing is consistent throughout the entire piece in the use of tense and person

### Non-Fiction

Children confidently and independently organise their ideas around themes.

They develop a wide range of cohesive devices to link ideas across paragraphs e.g. semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence) and elision (e.g. layout devices, such as headings, subheadings, columns, bullets or tables to structure a text). They make subtle links between paragraphs by making references in the previous paragraph e.g. *Even though the lizard has an extraordinary diet, it bears no comparison to its habitat.*

They select with support the most appropriate and effective way to open a text in order to draw the reader in and to make the purpose clear.

They continue to use a range of techniques to involve the reader e.g. rhetorical questions, comments, questions, observations.

They independently decide on the most effective organisational and presentational features in order to make the text easier to read and understand for the purpose and audience they are writing for. They create publishing formats to enhance text type and engage the reader with some direction.

Endings are just as effective as the openings. Children use appropriate techniques to conclude texts that link to the purpose of the writing e.g. *a personal opinion, response, extra information, reminders, questions, warnings, encouragement to the reader, a direct appeal to the reader.*

Viewpoint is established and maintained consistently throughout an entire piece of writing.

Writing is beginning to show balanced coverage of a topic.

Purpose of writing is clear and children write for different audiences and can adapt writing for this independently and with greater confidence. They usually select the appropriate style e.g. formal/ informal and can with support maintain this.

## Sentence

Children continue to use a range of sentence types for effect

They vary the conjunctions they use within a text. They apply a wider range of the different types of conjunctions they have looked at particularly into non-fiction.

Children begin to self-edit with some support if needed and experiment with the sentences that they write in order to create different effects e.g. move around sentence chunks, reshape them by lengthening or shortening them for meaning or effect

They use the sentence structures taught in year 3, 4 and 5 with confidence. They begin to use and experiment with the following sentence constructions:

Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *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*, Use of active and passive verbs to create effect to affect presentation of information

### **Year 6 sentence structures**

De: De (description: details) sentences, O.(I). sentences, if, if, if then sentences, 3 bad – (dash) question? Sentences Some; others sentences, Irony sentences

Children continue to a range of conjunctions, adverbs and prepositions to express time, place and cause.

Children develop the cohesion in their writing by the use of varying conjunctions, appropriate use of nouns and pronouns, use of repetition of words or phrases to create chains of reference, using adverbials for time, place, number [secondly] and through tense choices [he had seen her before] with greater confidence

#### Vocab/grammar

Children are growing in independence when up-levelling word choices, phrases, sentences, grammatical structures for effect on the reader.

Children use the perfect form of verbs to mark relationships of time and cause with consistency and greater accuracy.

Children show greater confidence and more independence in using standard English forms of verb inflections instead of spoken forms e.g. we were instead of we was and correctly apply this throughout an entire piece of writing and across of range of writing

Children use 'a' and 'an' correctly when writing consistently and with accuracy.

They use a range of figurative and literary devices e.g. similes, personification, metaphors, superlatives and comparatives, alliteration, onomatopoeia for effect on the reader. If children have secured this and use them with effect they begin to experiment with other literary devices e.g. hyperbole and idioms

They use the apostrophe for possession with plural nouns e.g. the girls' name, the girl's name with consistency and accuracy

Use specific determiners e.g. a, an, their, this, that, those and possessive pronouns

#### Punctuation/Editing:

Children show greater independence when editing their writing.

They understand that they need to edit for punctuation that has been taught to them and that within a piece of writing they show a range that they have been exposed to.

They can look at sentence structures in terms of grammar so that sentences make sense e.g. subject-verb agreements, appropriate use of standard English, distinctions between language of speech and writing, varied verb forms etc.

They can re-write and re-work sentences for effect if and when needed to have greater impact on the reader.

The editing process showing a growing understanding of the purpose they are writing for and because of this they re-shape/edit selected parts of their writing.

Punctuation: Children use, apply and edit for punctuation as and when it is taught. In addition to Year 3 and 4, Year 5 need to know:

**Using hyphens to avoid ambiguity ,Using brackets, dashes or commas to indicate parenthesis, Using semi-colons, colons or dashes to mark boundaries between independent clauses**

**Using a colon to introduce a list Punctuating bullet points consistently**

**Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points**

#### Handwriting

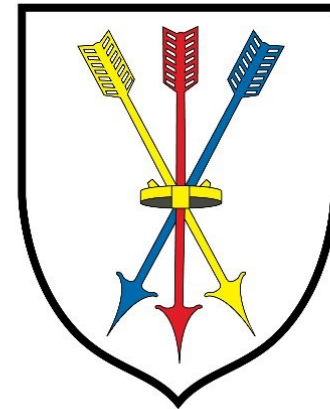
Children write with increasing legibility, fluency and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters/

Children use the best writing implement that is best suited for a task.



# Writing Planning

Purbrook Junior School



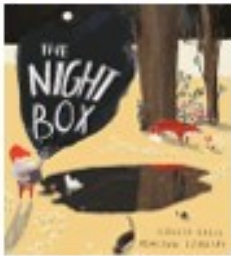
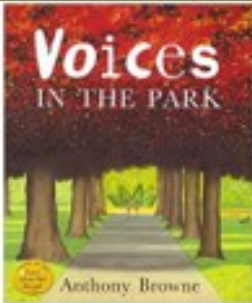
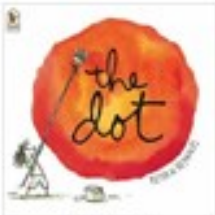





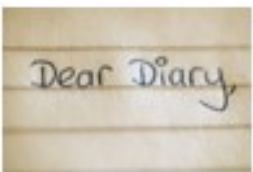



## Writing Outcomes Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Entertain:</b> Form: Lyrics Text Driver: Walking Round Purbrook</p> <p>Form: Setting description Text Driver: The Wizard of Oz</p> <p>Form: Diary Text driver: The Wizard of Oz</p>	<p><b>Entertain:</b> Form: Portal story Text drivers: Journey Leon and the place between Billy on Elf Road - Corbett</p>	<p><b>Inform:</b> Form: Non-chronological report Text Driver: Animal descriptions/fact files</p>	<p><b>Entertain:</b> Character focus Form: Story Text driver: Mary Anning and the Sea Dragon</p>	<p><b>Inform:</b> Form: Newspaper report Writing from a viewpoint Text Driver: I was there (Boudicca's army)</p>	<p><b>Entertain:</b> Form: Fable Text driver: The Koala who could</p>
	<p><b>Persuade:</b> Form: Letter Text driver: Belonging/'Walk to School' resource packs</p>	<p><b>Entertain:</b> Form: Poem Text driver: Winter Crept - personification</p>	<p><b>Inform:</b> Form: Instructions Text driver: How to wash a woolly mammoth How to catch a dragon (Pie Corbett)</p>	<p><b>Entertain:</b> Form: Playscript Text driver: Mary Anning and the Sea Dragon</p>	<p><b>Entertain:</b> Form: Historical setting story Text driver: Animation – Veni Vidi Vici</p>	<p><b>Inform:</b> Form: Explanation Text driver: How a plant grows</p>
				<p><b>Entertain:</b> Form: Song Lyrics Text Driver: The Bare Necessities</p>		
Year 4	<p><b>Entertain:</b> Form: Diary Text driver: Tom Gates</p>	<p><b>Entertain:</b> Form: Suspense part of a story Text driver: Escape from Pompeii</p>	<p><b>Entertain:</b> Form: Description Text driver: Iron Man</p>	<p><b>Inform:</b> Form: Non-chronological report Text driver: Dragonology</p>	<p><b>Entertain:</b> Form: Story chapter Text driver: Cloud Busting</p>	<p><b>Entertain:</b> Form: Five part story Text driver: Demon Dentist</p>
	<p><b>Entertain:</b> Form: Poem Text driver: We are Britain</p>	<p><b>Inform:</b> Form: Newspaper reports Text driver: Survivors</p>	<p><b>Discuss:</b> Balanced argument: Should robots replace teachers? Text Driver: How to Build a Robot</p>	<p><b>Entertain:</b> Form: Diary Text Driver: Range of Anglo Saxon texts</p>	<p><b>Persuade:</b> Form: Speech Text Driver: Range of Viking texts</p>	<p><b>Inform</b> Form: Informational Leaflet Text Driver: Teeth informational texts</p>
	<p><b>Inform:</b> Form: Biography Stories for Text driver: Boys who Dare to be different</p>	<p><b>Entertain:</b> Form: Song Lyrics Text driver: I Lava You</p>	<p><b>Inform:</b> Form: Instructions Text driver: Animation - Girl and Robot</p>		<p><b>Entertain:</b> Form: Myth Text driver: Eric and the Viking Saga</p>	

<b>Year 5</b>	<b>Entertain:</b> Form: Diary Text driver: Bitter Chocolate	<b>Inform:</b> Form: Non-chronological report The Mary Rose	<b>Entertain:</b> Form: Sci-Fi setting Text driver: Cosmic	<b>Discuss:</b> Form: Balanced argument - Should animals be kept in captivity? Text Driver: The Tin Forest	<b>Entertain:</b> Form: Poem – Ode to the Greek Text driver: Ode to Greek food.	<b>Inform:</b> Form: Biography Text Driver: Famous scientist information
	<b>Persuade:</b> Form: Persuasive Argument Text Driver: Fair Trade texts	<b>Entertain:</b> Form: Adventure story; plot focus Text driver: Treason	<b>Inform:</b> Form: Explanation Text Driver: Science texts/DT/Moon Buggy	<b>Persuade:</b> Form: Travel Guide – Brazil Text Driver: Travel guides from around the world	<b>Entertain:</b> Form: Greek Myth Text Driver: Who Let the Gods out?	<b>Inform:</b> Form: <del>1st</del> person recount Text Driver: Science - Forces out?
<b>Year 6</b>	<b>Inform:</b> Form: Non-chronological report Text Driver: The Might Maya	<b>Persuade:</b> Form: Letter Text Driver: Plastic pollution	<b>Entertain:</b> Form: Suspense paragraph Text driver: Room 13	<b>Inform:</b> Form: Explanation Text Driver: Circulatory System	<b>Entertain:</b> Description Form: Encyclopaedia entry Text driver: Fantastic Beasts	<b>Entertain:</b> Form: Instructions How to deliver a parcel to the witch Text driver: The Errand
	<b>Entertain:</b> Form: Diary Text driver: The Curse of the Maya	<b>Inform:</b> Form: Explanation Text Driver: The Water Cycle	<b>Discuss:</b> Form: Balanced argument Should Tutankhamun's artefacts leave Egypt? Text Driver:	<b>Persuade:</b> Form: Email Text driver: Pig Heart Boy	<b>Inform:</b> Form: Hybrid text Text Driver: Charles Darwin	<b>Inform:</b> Form: Newspaper report Text driver: Letters from the Lighthouse

Year 3 English Learning Journey – Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reading	Project X set up, listen to individual readers to establish decoding level.							
Writing	 <p><b>The Dot</b></p> <p>Setting targets for the year/PSHE based writing</p>	 <p>(E) 'Walking round Purbrook' What do I see? Children re-write words to a song to include their senses and information about the local area</p> 	 <p>(E) Emerald Palace setting description of a similar location/image stimulus. 'The yellow brick road stretched off into the distance, but on the horizon, something sparkled.....'</p> 	  <p>Children write a diary entry imagining they have been transported somewhere new (E)</p>	 <p>Children write a persuasive letter detailing why it is important for as many children as possible to walk to school. (P)</p>			



Year Group: 6

Subject: English writing

AUDIENCE: Mr Humby (councillor) PURPOSE: PIE (persuade) Form: Letter Text driver: Plastic Sucks	Session 1- P4C session Immersion into topic (longer session – NB – possibly two days)	Session 2 – Immersion (If needed finish off the debate so that audience and purpose is clear to children)	Session 3	Session 4 <u>ASSESSMENT MID-POINT OPPORTUNITY</u>	Session 5
Learning Question/ Key Focus	During assembly Year 6 teachers to set up shared area as the plastic pollution hook. Area to include: <ul style="list-style-type: none"> <li>Scattered plastic bags (with images of animals that have been taught up in plastic waste)</li> <li>One use plastic items e.g. plastic knives and forks coffee cup lids, water bottles, straws</li> <li>Statistics about plastic pollution</li> <li>News related articles about plastic pollution.</li> <li>In class video footage highlighting the issue (in class with teacher as a class)</li> </ul>	LQ: How can I make my argument more persuasive? (Key learning throughout the unit)	LQ: How do writers make their writing persuasive?	LQ: Can I use what I know to write my own persuasive paragraph?	LQ: How do I plan for persuasive writing?
Teaching Points	<p>Year 6 to stay in the hall after assembly to introduce the hook e.g. shared area has been set up as a hook to our next topic. Children to spend time at each station to think about what the focus of learning for the next ½ term will be. What are their thoughts? What big questions does this open up? Discuss the term 'big' questions.</p>	<p>Show children a short extract of an issue they can relate to e.g. earlier bedtime for children. Discuss the key element that makes it more persuasive –use of hard facts and emotive language (there are more but the focus will be on the above) So that children can see the impact, take these out of the passage and discuss the effect on reader.</p> <p><b>Key teaching:</b> Now show children how you used information to include in your extract modelling the steps to success as below.</p>	<p>Discuss the key purpose of persuasion e.g. to persuade or convince the reader that what you think is correct or valid. Your argument attempts to arrive at a logical solution to an issue. Explain that writers use techniques to help us to this e.g. facts and emotive language.</p> <p>The key learning for today is finding other techniques writers' use that can help us. Model this process using the WAGOLL and comparing it against a non-persuasive letter.</p> <p>Model the steps to success for part of the letter.</p> <p>New learning to draw out: Hyperboles Superlatives and comparatives</p>	<p>Children to re-cap taught learning to date.</p> <p>Tell children that you would like them to write a paragraph to use as the teacher to persuade you about having an afternoon break. Successful entries will be put forward to Mr Williams.</p> <p>Give children the information need to formulate their paragraph e.g. facts, emotive words, examples of hyperboles, forceful phrases (imperatives), rhetorical questions, dare to disagree language, quotations, expert opinions, opinion as facts...</p>	<p>Show children the box frame with audience, purpose and key features already in place. Model how to organise your ideas and how to build up information around each paragraph. (Base model plan on writing to Rob Humby but with a different focus)</p> <p>Model how you decide upon the purpose of each paragraph and the reason behind it. Discuss how the purpose of the paragraph supports your thinking of what to include: e.g. paragraph 1- Introduce myself Highlight the issue and the way I feel about it Therefore writing should include - hard hitting facts, emotive language and hyperboles.</p>
Steps to success	Children to return back to class and discuss their thinking based upon	I can find information about the use of single use plastics	Read the persuasive letter and the non-persuasive	<b>Success criteria:</b> Children to construct	I can decide upon the key purpose of my paragraph.

	<p>the questions they were given at the start e.g. From what you have seen, what big questions can we ask?</p> <p>As a class push thinking towards <b>How wasteful are we?</b></p> <p>From this, children to debate and group under three heading e.g. We still waste a lot of materials, We hardly waste anything, It has improved but it could be better</p> <p>Children to use chalkboard to construct their responses and begin the debate. CT to introduce ABC approach to debate (add, build, contest)</p> <p>CT to scribe key thinking and ideas for working wall.</p> <p>CT to draw thinking back and link the debate to persuasion. Finally introduce the audience and purpose to the writing unit</p> <p><b>Audience:</b> Rob Humby</p> <p><b>Purpose:</b> To persuade him to help us reduce the use of single use plastics in schools by supporting us in becoming part of the UK's largest crisp packet recycling scheme.</p> <p><a href="https://www.terracycle.com/en-GB/brigades/crisppacket">https://www.terracycle.com/en-GB/brigades/crisppacket</a></p>	<p>from the resources given to me.</p> <p>I can sift through the information to find what is suitable and will support my argument.</p> <p>When I read this information, I am thinking about how it makes me feel as the reader e.g. As the reader, I feel like I should do something...</p> <p>As the writer, I am starting to think about the impact this information will have on Rob Humby e.g. If I write this I think he will feel...</p>	<p>letter.</p> <p>Work with each sentence at a time.</p> <p>Is there anything in that sentence that persuades you as the reader? How does it persuade you?</p>	<p>independently (use as AFL)</p> <p>Discuss as a class record.</p> <p>Marking of work will be against this.</p> <p>CT to plan in sessions that address identified issues from assessment.</p> <p>In addition check for</p> <ul style="list-style-type: none"> <li>• Use of formal voices</li> <li>• Cohesion of ideas within a paragraph.</li> </ul>	<p>I can link the purpose to the features of persuasive writing I want to include</p> <p>I can draw upon previous learning e.g. WAGOLL, working walls and information board from earlier sessions</p> <p>I can magpie ideas that I know I find tricky e.g. how I make one paragraph to link to the next, how I can start each sentence...</p> <p>I use bullet notes of key things on my plan to give me an idea of what to write.</p>
Task Core	Mixed ability groupings	Children given resources e.g. access to websites and texts to retrieve information from.	Children continue with the class model as started by CT.	As above.	Children to plan their letter to Rob Humby
Greater depth opportunities	Mixed ability groupings	CT to ensure that texts and suggested webpages are suitable for reading ages of learners. Scaffold through pre-teaching, limiting the amount of reading material and finally and adult	Give children the extract at the start (No input) Can they identify the persuasive features? Discuss as group. CT to discuss the intended impact on the reader with the children. Discuss the importance of being aware and having an argument for the opposing	Look for children who highlight the opposing view. If these children finish earlier they are to annotate why they chose to include the information they need referring back to their learning and understanding of impact on reader. If needed, provided sentence	As above – looking for the opposing view and highlighting this.

		support.	view/ barriers for what you are asking for.	stems for this.	
SEND support	Mixed ability groupings		Give children the persuasive techniques with examples as a colour coded guide. Children to identify these in the WAGOLL.	Opening sentences and given structure.	Scaffolded plan with paragraphs already identified. Give children a scaffold sheet to magpie from e.g. sentence starters, cohesive devices etc.
Suggested Scaffolds	CT and adults to support and scaffold thinking of key children. If needed some adults to act as scribe for some learners. CT's to organise this.	<b>NEXT LESSON FOLLOW UP LEARNING: AFL – this may be better as a GD focus the next day dependent on understanding of main group?</b>	Pre-reading of WAGOLL	Sentence openers Information sheet	CT to support weaker ARE at planning stage.
Assessment opportunities		CT to collect and type all facts that children have selected to use. Give these back to children and explain that we can't use them all. We need to find the best ones. Model this using a target board and the language of... as a writer I want to write... because I want my reader to... <b>GD thinking</b> Children to cut up the facts and place on a target board- yellow (this will have a good impact on my reader) red (this is an interesting fact to include about the issue) blue (this is a fact about the issue but won't have much impact on my reader)		<b>MID ASSESSMENT LESSON</b>	CT to have a look at children's planning to ensure good quality of written outcome.

**Purbrook Junior School Short Term Planning**

Purbrook Junior School



Year Group: \_\_\_\_\_

Subject: \_\_\_\_\_

	Session 1	Session 2	Session 3	Session 4	Session 5
Learning Question/ Key Focus					
Teaching Points					
Steps to success					
Task Core					
Greater depth opportunities					
SEND support					
Suggested Scaffolds					
Assessment opportunities					





Name:		Autumn				
COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.					
	Write using a rich and varied vocabulary.					
	In narrative create simple settings, characters and plot.					
	Begin to use direct speech within narratives.					
	Use paragraphs as a way of grouping related material.					
	In non-narrative, uses simple organisational devices (headings and sub-headings)					
	Select nouns and pronouns to provide clarity for the reader and begin to vary to avoid repetition					
	Evaluate the effectiveness of writing and suggest improvements.					
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).					
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions ( <i>when, before, after, while, so because, although</i> ).				
		Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).				
		Use present and past tense correctly, including use of the present perfect instead of the simple past.				
		Express time, place, cause and enhance cohesion using adverbs ( <i>soon, therefore, finally</i> ) and prepositions.				
		Know when to use a/an				
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	Use inverted commas to punctuate direct speech.				
		Use apostrophes for contraction and singular possession correctly (secure from Year 2).				
		Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.				
		Use and spell correctly many words from the Year 3 / Year 4 spelling list.				
TRANSCRIPTION	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.	Use joined up writing consistently and independently.				

Year 4: Writing Evidence Gathering Grid (WEGG)

Name:		Date/Time/Book:			
COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.				
	Write using a rich and varied vocabulary appropriate to purpose and form (beginning to use figurative language such as similes, alliteration to build a picture)				
	Write narratives with a clear plot, and describe settings and characters establishing viewpoint.				
	Openings and closings are signalled and well developed				
	In non-narratives, uses simple organisational devices appropriate to form				
	Make effective choices about using direct speech within narratives.				
	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.				
	Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.				
	Evaluate the effectiveness of writing and suggest improvements.				
	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).				
GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions ( <u>when, before, after, while, so, because, although</u> ).			
		Add detail and precision through expanding noun phrases. (modification before the noun and prepositional phrases after the noun – the strict mathematics teacher with curly hair).			
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).			
		Use Standard English verb inflections, instead of local dialect forms ( <u>we were</u> instead of <u>we was</u> ; <u>I did</u> instead of <u>I done</u> ).			
PUNCTUATION	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).	Use commas after fronted adverbials.			
		Use inverted commas and other punctuation to indicate direct speech accurately (ICAP1)			
		Use apostrophes correctly (contraction, singular and plural possession).			
		Spell correctly words that have been previously taught, including...			
		<ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• previously taught homophones;</li> <li>• <u>those</u> with known prefixes and suffixes.</li> </ul>			
TRANSCRIPTION	Use and spell correctly most words from the Year 3 / Year 4 spelling list.				
	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.				
	Use joined up writing consistently, independently and fluently.				

Year 5: Writing Evidence Gathering Grid (EGG)

		Autumn				
Name:						
COMPOSITION: PURPOSE & AUDIENCE		Write for a range of purposes and audiences, selecting language that shows awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).				
		Write using a rich and varied vocabulary appropriate to purpose and form to create atmosphere using a range of devices such as figurative language.				
GRAMMAR		Write narratives with a clear plot and describe settings and characters maintaining viewpoint.				
		In non-narrative, use further organisational and presentational devices to structure text and to guide the reader appropriate to form.				
PUNCTUATION		Use dialogue in narratives to convey character or advance the action. Choose the appropriate register for the language of speech in writing e.g. colloquial language within dialogue, quotes in reports				
		Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> <li>secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</li> <li>link ideas using adverbials of time, place and number;</li> <li>link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</li> </ul>				
TRANSCRIPTION		Make choices in drafting and revising writing, showing understanding of how these enhance meaning.				
		Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).				
GRAMMAR		Select appropriate grammar and vocabulary to change and enhance meaning:	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.			
			use modals and adverbs to indicate possibility.			
PUNCTUATION		Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).	convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.			
			use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).			
TRANSCRIPTION		Use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> .	Use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> .			
			Use punctuation to ensure meaning is clear, particularly commas for clarity.			
TRANSCRIPTION		Indicate parenthesis using brackets, commas or dashes.	Use a colon to introduce a list.			
			Use punctuation to ensure meaning is clear, particularly commas for clarity.			
TRANSCRIPTION		Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>Year 3/4 statutory words;</li> <li>common exception words from KS1;</li> <li>previously taught homophones.</li> </ul>	Use and spell correctly many words from the year 5 / year 6 spelling list.			
			Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.			
TRANSCRIPTION		Convert nouns or adjectives to verbs using 'ise', 'ise' and 'ify'	Convert nouns or adjectives to verbs using 'ise', 'ise' and 'ify'			
			Maintain legibility in joined handwriting when writing at speed.			

