



WRITING

Writing Intent

What is our curriculum aim?

At Westende Junior School, we intend to provide pupils with the skills needed to allow them to write and share their ideas and emotions effectively. Pupils will leave our school with the skills that enable them to write for a range of audiences, purposes, and formalities. This will allow them to continue to achieve and shine as they progress to further education and onto their working lives.

We promote high standards of language and literacy from Year 3 to Year 6 with a wide variety of opportunities that allow them to apply and develop their writing skills across the curriculum.

Spelling is one of the strong foundations on which writing is built. Progressing from phonics, an understanding of orthography and morphology allows children to apply their ever growing understanding to new words and contexts which is why spellings are taught weekly and practised as part of the children's homework

Writing Intent

What do we teach in our writing curriculum?

Years 3 & 4

In Lower Key Stage 2, children have exposure to different genres and text types. They spend time drawing upon a range of model texts, toolkits and success criteria to support and develop their writing for a range of audiences and purposes. There is focus on the building of simple, accurate grammar and punctuation as well as legible, joined handwriting. They begin to develop their understanding of key grammatical terms and attempt to use the skills in their writing.

Years 5 & 6

Upon reaching Upper Key Stage 2, the children will have acquired a greater understanding of writing through a range of model texts across a variety of genres. They continue to explore model texts to understand how to write effectively, including key features, language and structure. At this stage, children are building on prior knowledge to develop a further understanding of audience and purpose. Through their writing they are taught to develop character, drawing on texts they have read for support. Grammatically, they are taught to use more advanced punctuation, such as semicolons and colons, and how to clarify meaning using punctuation.

Writing Implementation

How is writing taught at Westende Junior School?

- At Westende Junior School there are a range of fiction and non-fiction genres covered, including diary writing, letters and newspapers, which have been carefully selected to show progression across year groups and to fit with topics studied; each year group aim to teach a fiction and non-fiction topic every half term, with a poetry unit every term. Within the teaching of these genres there are several expectations which are consistent across the school. Firstly, that grammar, punctuation and spelling is taught explicitly for an hour every week following a progression map of objectives, building on their current knowledge. Alongside this, a unit is structured following a clear three stage plan: a 'cold' assessment task; exploration of a high-quality model text including vocabulary, grammar and punctuation; a scaffolded and modelled innovation of the model text, culminating in an assessed 'hot task' assessment piece. The school write cursively and children are taught to write legibly in joined handwriting, even when writing at speed.

Writing Content Spine

	Fiction						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Yr 3	Diaries	Traditional Tales	Historical Fiction		Stories from other cultures		
Yr 4	Stories from other cultures		Adventure Stories	Myths and Legends	Suspense/ mystery	Traditional Tales	
Yr5	Diaries		Historical/ classical fiction	Formal and informal letters	Greek Myths		
Yr 6	Diaries	Adventure stories	Suspense/ mystery	SATs writing – where evidence needed	Classic fiction		

Writing Content Spine

	Non Fiction						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Yr 3	Instructions		Non-Chron Report	Persuasive Letters	Report Writing	Explanation Texts	
Yr 4	Persuasion	Balanced Argument		Non-chron report	Explanation texts		
Yr 5	Instructions	Biographies		Newspaper reports	Balanced argument	Explanation Texts	
Yr 6	Journalistic Writing	Balanced Argument	Non-Chron Report	SATs writing – where evidence needed	SATs writing – where evidence needed	Letters to form tutors	

Writing Content Spine

Fiction - Entertain						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	Diaries	Playscripts	Historical fiction		Traditional Tales	Stories from other cultures
Yr 4	Stories from other cultures	Myths and Legends	Adventure Stories	Dilemma/ warning tale	Suspense/ mystery	Traditional Tales
Yr5	Adventure Stories	Playscripts	Historical/ classical fiction		Greek myths	Diaries/ blogs
Yr 6	Diaries	Adventure stories	Suspense/ mystery	SATs writing – where evidence needed	Classic fiction	Playscripts
Non Fiction – Inform, Persuade, Discuss						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	Instructions	Non-chron report	Persuasion - letters and adverts		Newspaper reports	Explanation texts
Yr 4	Persuasion	Instructions	Balanced Arguments	Non-chron report	Explanation texts	Recount
Yr5	Instructions	Biographies	Formal/ informal letters	Newspaper reports	Balanced argument	Explanation text
Yr 6	Newspaper reports	Non –chron report	Formal/ informal letters	SATs writing – where evidence needed	SATs writing – where evidence needed	Biographies
Poetry - Entertain						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3		Shape Poems		Narrative poetry		Performance Poetry
Yr 4		Performance Poetry		Image poems		Narrative poetry
Yr5	Narrative poetry		War poetry		Performance poetry	
Yr 6	Nonsense poetry			Classic poetry e.g. The Raven		Performance Poetry

Writing Key Concepts



Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
3	<ul style="list-style-type: none">• Begin to use ideas from their own reading and modelled examples to plan their writing.• Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.• Begin to organise their writing into paragraphs around a theme.• Compose and rehearse sentences orally (including dialogue).	<ul style="list-style-type: none">• Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.• Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).• Make deliberate ambitious word choices to add detail.• Begin to create settings, characters and plot in narratives.
4	<ul style="list-style-type: none">• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.• Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.• Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	<ul style="list-style-type: none">• Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).• Write a range of narratives that are well-structured and well-paced.• Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.• Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
5	<ul style="list-style-type: none"> Plan 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. Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. Consistently link ideas across paragraphs. Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 	<ul style="list-style-type: none"> Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. Regularly use dialogue to convey a character and to advance the action. Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
6	<ul style="list-style-type: none"> Note down and develop initial ideas, drawing on reading and research where necessary. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Use a wide range of devices to build cohesion within and across paragraphs. Habitually proofread for spelling and punctuation errors. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). Distinguish between the language of speech and writing and to choose the appropriate level of formality. Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
3	<ul style="list-style-type: none"> Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.
4	<ul style="list-style-type: none"> Always maintain an accurate tense throughout a piece of writing. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
5	<ul style="list-style-type: none"> use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
6	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice. Use question tags in informal writing.

Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
3	<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas 	<ul style="list-style-type: none"> Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
4	<ul style="list-style-type: none"> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
5	<ul style="list-style-type: none"> Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
6	<ul style="list-style-type: none"> Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. 	<ul style="list-style-type: none"> Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Writing Progression Map – Presentation

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| 3 | <ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined• Increase the legibility, consistency and quality of their handwriting• To begin to choose how to present their work in an appropriate manner to the task and audience |
| 4 | <ul style="list-style-type: none">• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined• Have legible, consistency and quality in their handwriting• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters• Choose the writing implement that is best suited for a task• Choose how to present their work in an appropriate manner to the task and audience |
| 5 | <ul style="list-style-type: none">• Has a clear and consistent writing style• Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency. |
| 6 | <ul style="list-style-type: none">• Maintains legibility in joined handwriting when writing at speed.• Varies handwriting styles to suit task and audience |

Writing progression Map – Spelling

Coverage	Spelling Rules
<p>3</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words correctly that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Suffix -ly sion / tion Prefixes sure / ture -ous, -ious Adding suffixes beginning a vowel to polysyllabic words cian / ssion
<p>4</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words correctly that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Suffix -ly sion / tion Prefixes sure / ture -ous, -ious Adding suffixes beginning a vowel to polysyllabic words cian / ssion

Writing progression Map – Spelling

Coverage	Spelling Rules
<p>5</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with ‘silent’ letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. 	<ul style="list-style-type: none"> tial / cial able / ible cious / tious ant / ent, ancy / ency Adding suffixes beginning with a vowel to words ending in –fer
<p>6</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with ‘silent’ letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use dictionaries to check the spelling and meaning of words by using the first 3 or 4 letters of a word to check spelling or meaning. • Use a thesaurus. 	<ul style="list-style-type: none"> ei / ie Hyphens Silent letters tial / cial