

WRITING

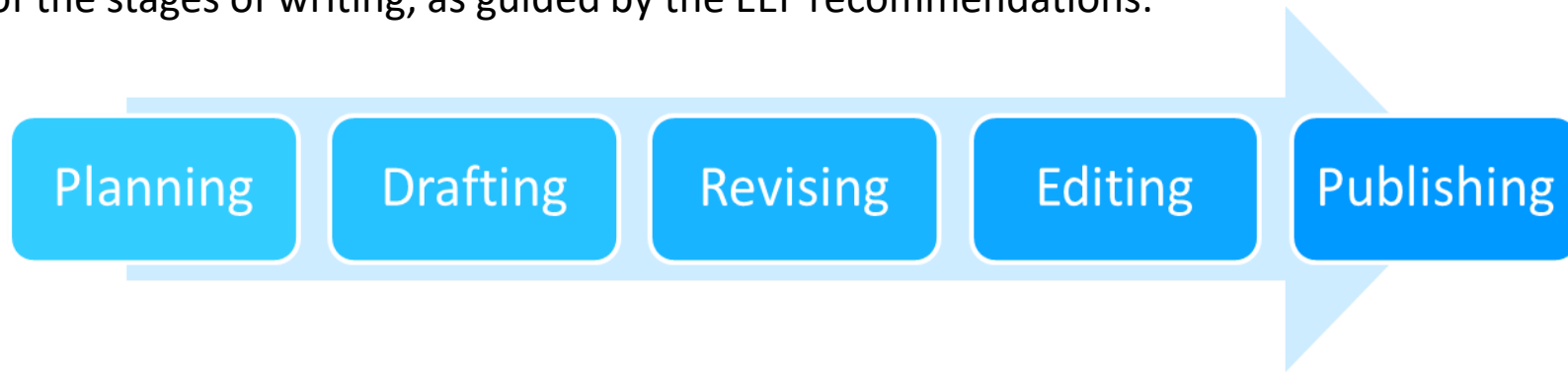
Writing Intent

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. We provide opportunities that allow the children to apply their knowledge of higher level vocabulary (tier 2 and tier 3), language and text structure to develop their writing skills across the curriculum.

Writing is a skill which requires various processes and levels of understanding. To write effectively, children need to be confident and competent in applying skills of text generation (ideas, words and sentences); executive function (planning, motivation to write and revision of writing) and transcription (spelling, typing and handwriting). Our aim is to teach each of these elements of writing through units of work, where children have opportunities to develop their abilities in each of the stages of writing, as guided by the EEF recommendations:



Writing Intent

What do we teach in our writing curriculum?

Years 3 & 4

In Lower Key Stage 2, children have exposure to writing for different purposes: to entertain, inform, persuade and discuss. 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

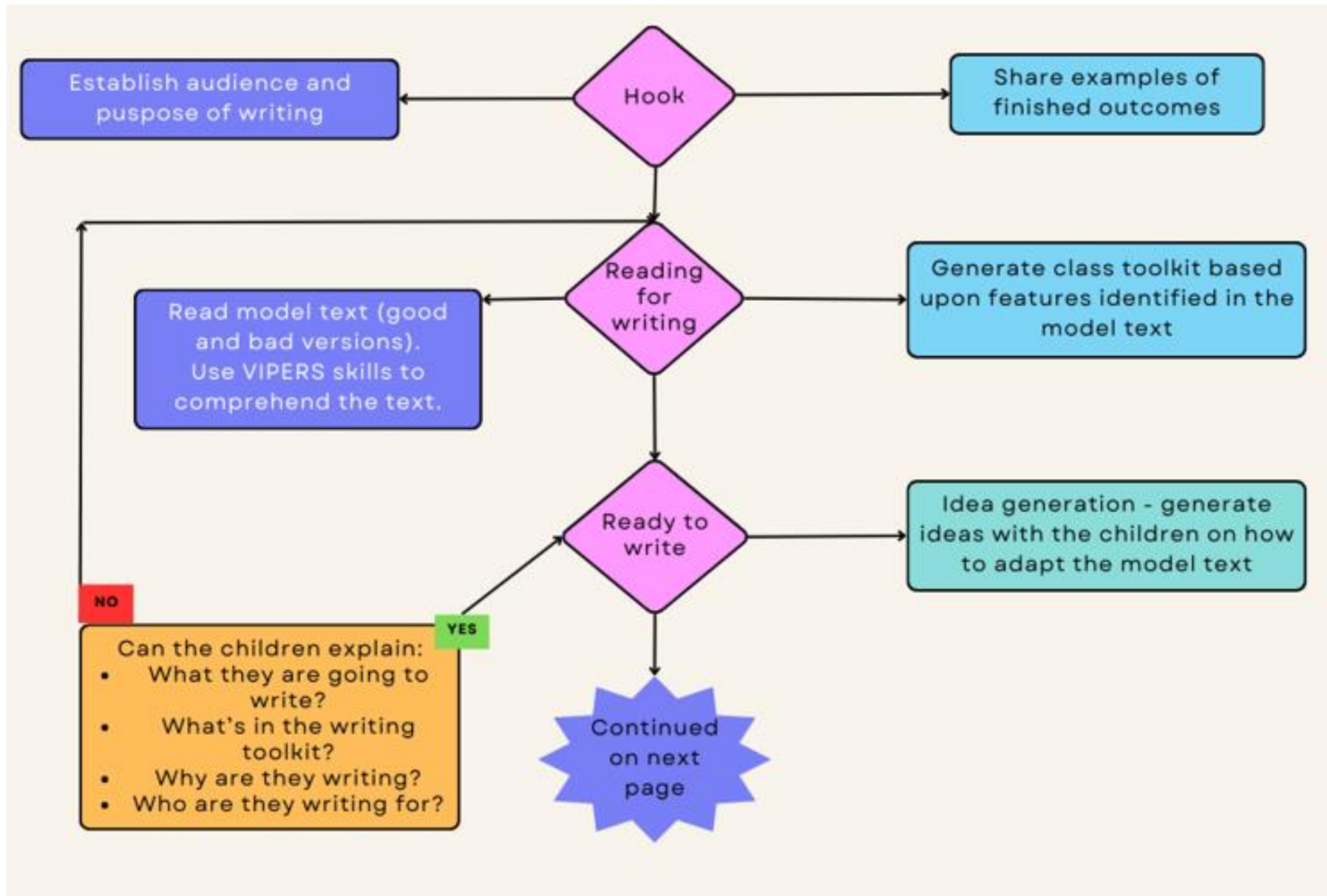
Upon reaching Upper Key Stage 2, the children will have acquired a greater understanding of writing through a range of model texts across a variety of purposes. They continue to explore model texts to understand how to write effectively, including key features, language and structure. At this stage, 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

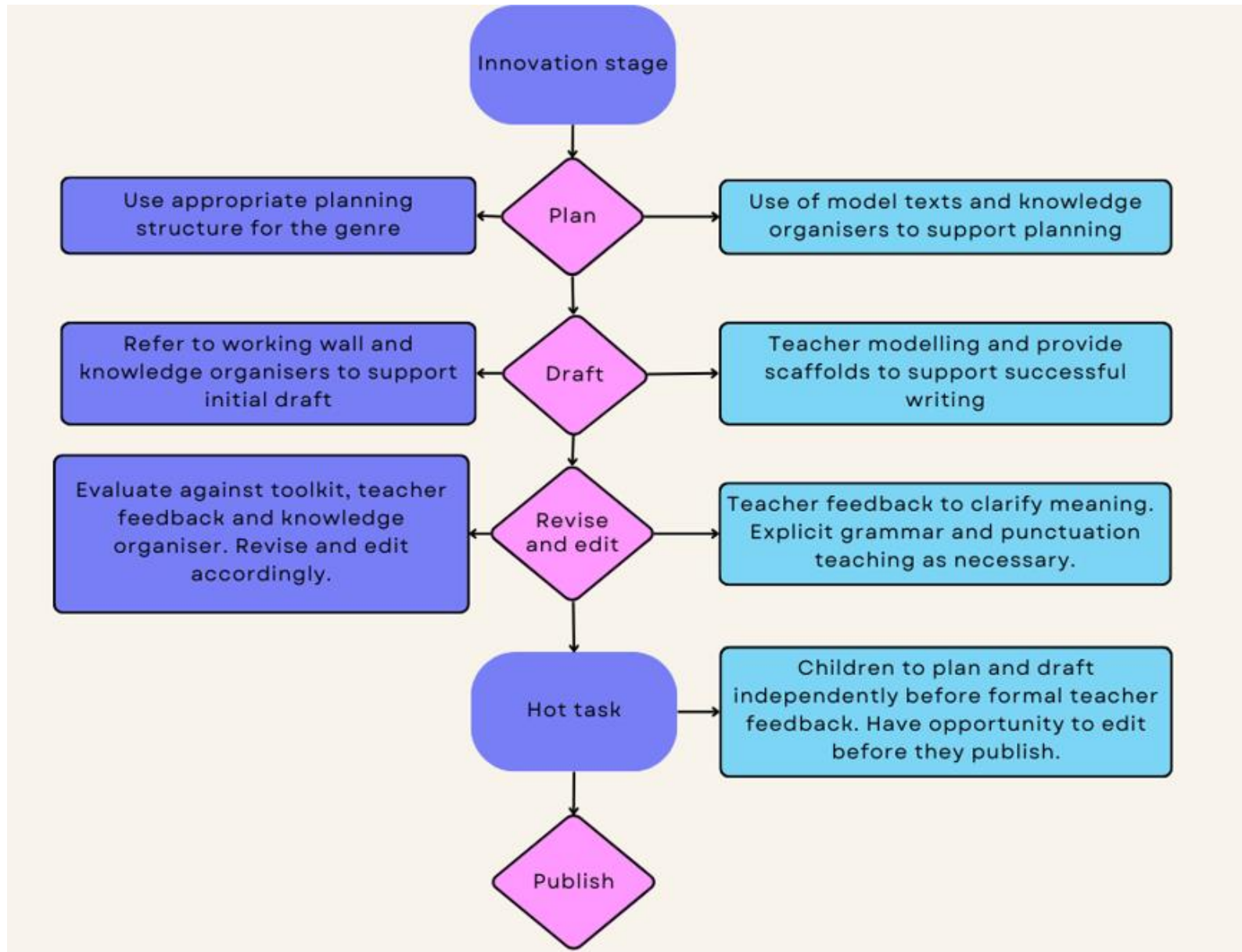
How is writing taught at Westende Junior School?

- All year groups plan their units to cover a range of purposes: to entertain, inform, persuade or discuss. All writing units start with the key focus of why they are writing and who they are writing for (the purpose and the audience). Through hooks at the start of each unit, children will be motivated with a real reason to write, and a clear idea of who their audience will be.
- Once purpose and audience is established, children prepare to write by closely analysing a model text within the style of writing – this could be a short, purpose written piece or from a book they are studying. This could also be supplemented by other examples and authentic texts. After a close reading and analysis of the text, children will be able to develop a toolkit for writing. This element of the writing unit will closely align with our reading intent and implementation, as children will be reading as writers and using VIPERS style questions to analyse the authors choice of vocabulary, structure and language features.
- Once children have a secure understanding of the style of writing, teachers will guide the children through the 'innovation' stage, where they can adapt the model text to apply their own ideas. The level of innovation the children use will be carefully scaffolded by the class teacher. Teachers will model to the children how to plan and draft each section of the text, and children will write either independently or in small groups depending on need. Following this, children will receive feedback and will be shown how to edit and redraft writing effectively. Opportunities to share writing within the class will be used to share best practice and highlight good examples of the writers' toolkit being used.
- After the 'innovation' stage, children will plan and write an independent 'hot task', which will be the same style of writing in a different context, allowing them the opportunity to show their understanding of the writing toolkit. From this, children will have the opportunity to edit and publish their work for the intended audience.
- Elements of grammar and punctuation will be integrated into the units of learning that children will be undertaking, and spelling is taught discreetly, followed up by an assessment on Spelling Frame. Handwriting is taught discreetly in each year group for 30 minutes a week, following the Nelson spelling scheme.

How is writing taught at Westende Junior School?



How is writing taught at Westende Junior School?



Writing Content Spine

Acorns - Autumn		Spring						
Text Type	Narrative	Persuasive letter	Non-fiction		Narrative	Information text	Poetry	
Model text	Storm Whale	The day the crayons quit	Meerkat Christmas		Stardust	Big Cats	If I were in charge of the world	
Outcome	Re-tell the story	Write a persuasive letter	Identify the key features of a postcard		Use descriptive language effectively	Write a non-chronological report	To identify poetry techniques	
Purpose and audience	Class display of work	To reply to a letter and receive a response	Design and write a postcard to a friend		To read their recount to peers	Publish an information leaflet about big cats	Publish own poem 'If I were in charge of the school'.	

Writing Content Spine

Acorns Summer			
Text Type	Non-fiction	Narrative	Poetry
Model text	Malala's magic pencil	Little Red Reading Hood	Desk Diddler
Outcome	Write a biography	To retell a familiar story in our own words	Recognise poetry features
Purpose and audience	Presentation to the group	Class display	Poetry performance

Writing Content Spine

Acorns - HS	Autumn		Spring					
Text Type	Narrative	Poetry	Letters	Persuasive	Poetry	Explanation	Narrative -	Journalistic writing
Model text	The Incredible Book Eating Boy	Autumn is here	Thank you letters	Christmas dessert -	The colour collector	Street beneath my feet	The three little pigs	Climate change
Outcome	To write a funny story	To identify poetry techniques	To write a letter to say thank you	Identify persuasive vocab	To identify poetry techniques	To write a short explanation	To describe a character through their actions	To become more aware of world issues
Purpose and audience	To share their story with the peers	Publish for a class book	To give the letter to the intended recipient	Social media post	Performance to peers	For collaborative class display	Publish for a class book	To give a short oral presentation to Acorns about an issue of their

Writing Content Spine

Acorns - HS Summer			
Text Type	Narrative	Instruction -	Poetry
Model text	The Secret of Black rock	My strong mind	I asked the little boy who couldn't see
Outcome	To write an adventure story opening	Wellbeing and resilliance	Awareness of others
Purpose and audience	To publish into a neat copy for parents	Publish and display in class	To recite the poem to the class

Writing Content Spine

Year 3	Autumn				Spring			
Text Type	Diaries	Instructions	Narrative – book study	Poetry	Narrative	Information Text	Persuasion	Poetry
Model text	The Stone Age Boy	How To Wash An Elephant	The Snow Queen	The Dog Ate My Homework	Tadeo Jones- film clip	The Griffin	The Day the Crayons Quit	'My Heart is a Volcano' and 'walking with my Iguana'
Outcome	To create a diary entry based on the story	To write a set of instructions using imperative verbs	To describe a character through their actions	To create a narrative poem based on a subject in school	Create an adventure story opening	To create a David Attenborough style documentary report on a fictional monster.	To write a persuasive letter from the perspective of something they own.	To perform a poem as a class
Purpose and audience	To write in a diary format fitting	Publish and display	Turn into a collection for a	Performance to the other class	To publish a neat copy for the	To watch together as a class	To showcase their persuasive letter to	To perform to the other class.

Writing Content Spine

Year 3 Summer			
Text Type	Narrative	Report Writing	Shakespeare
Model text	Ride of Passage	Frankie's trip to the Vet!	A Midsummer Night's Dream
Outcome	To write a narrative piece based on the video	To write a report based on the trip to Wisley Gardens	To create a love potion and a diary entry from one character
Purpose and audience	Display snippets of the children's writing in the classroom.	To publish a selection of reports in the newsletter	To write up in neat to go home

Writing Content Spine

Year 4	Autumn			Spring			
Text Type	Narrative	Persuasion	Discussion	Narrative	Information text	Narrative	Poetry
Model text	The Catch – Literacy Shed video	Persuasive letter to Mrs Sykes	Do we still need zoos?	Romulus and Remus	The Berkshire Ridgeback – self written	How to Train your Dragon by Cressida Cowell	Green Candles by Humbert Wolfe
Outcome	A first-person short story	Persuasive letter to Mrs Sykes	Should we all be walking to school?	Own myth in the same style	Creating their own Viking creature	Creating own adventure story	Continue the poem in the same style
Purpose and audience	Publish and display	Persuasive letter to Mrs Sykes	Considering both points of view. Travel advisor	Make a class book to engage other class members	Making an encyclopaedia of Viking creatures.	To entertain and engage the class.	To entertain and engage the class.

Writing Content Spine

Year 4 Summer			
Text Type	Narrative	Shakespeare	Explanation texts
Model text	The Manor House – Pie Corbett	Romeo and Juliet – Tony Ross	Cracking Contraptions – The Snoozatron by Nick Park
Outcome	Create own suspense story.	To write from Juliet's point of view.	Create their own Cracking Contraption to solve a school issue.
Purpose and audience	To engage and scare a Year 5 peer through the creation of tension.	To write from another perspective for their parents.	Be able to explain how their contraption works to Mrs Sykes.

Writing Content Spine

Year 5	Autumn				Spring			
Text Type	Diaries	Instructions	Biographies	Poetry	Narrative	Informal letters	Journalistic writing	Poetry
Model text	Kensuke's Kingdom	How to Trap an Ogre	Roald Dahl Video Stimulus	Owl and the Pussycat	Goodnight Mister Tom	Goodnight Mister Tom and WWII	Goodnight Mister Tom and WWII	WWII (The Blitz)
Outcome	To write a diary about a key event from Michael's point of view	Mythical themed instructions: e.g. How to tame a leprechaun · How to find a lost baby dragon How to feed a baby mermaid · How to ride a phoenix ·	To write a biography about a famous author	To perform a narrative poem with model oracy skills.	To write the opening to a story	To write a letter from the perspective of a soldier	To write a news report about the WWII bombings	To write a personification poem about the Blitz
Purpose and audience	Publish and share	Publish and share	Display in book	To perform with	Class book	WWII Showcases	WWII Showcases	WWII Showcases

Writing Content Spine

Year 5 Summer				
Text Type	Narrative	Discussion	Shakespeare	Poetry
Model text	Who Let the Gods Out Theseus and the Minotaur	Should Children be allowed to eat chocolate for breakfast?	The Tempest	Teacher written model + Greek Mythology
Outcome	To write their own Greek Myth	Balanced arguments with justification	A range of drama and written Shakespeare activities.	To write a poem about an imaginary mythological creature.
Purpose and audience	Publish as a class book	To perform as a speech with confidence and oracy skills	To develop understanding and appreciation of classic texts. Children to perform drama scenes to the rest of the Year group.	Illustrated poetry videos to be shared.

Writing Content Spine

Year 6	Autumn				Spring			
Text Type	Journalistic Writing	Diaries	Narrative	Discussion	Narrative	Information texts	Classic fiction	Persuasive writing
Model text	Holes/ 'The Cornwall News'	'A diary extract based on Oliver Twist'	Jumanji/ 'Temple Run'	Should homework be banned / should school uniform be banned	Alma	'Roog'	Alice in Wonderland	'Dear Mr Jackson'
Outcome	To write a newspaper report based on Holes.	To write a diary entry based on a school trip to Oxford Castle.	To use description and characterisation to expand ideas.	To present both sides of an argument.	To use a variety of sentence structures to create suspense.	To use formal language and an appropriate structure to create a non-chronological report.	To use description and characterisation to expand ideas. To use speech to advance the action.	To use persuasive language features in a formal letter.
Purpose and audience	Create work for display. Fellow Year 6 pupils.	To empathise with a historical figure. Fellow Year 6 pupils and parents.	To create a class book for Year 4 pupils.	To present an argument to a parent using appropriately formality.	To show suspense through the manipulation of grammar. To create work for a display.	To use technical vocabulary appropriately by creating a character. Share work with Year 3.	To write in the style of an author. Display work.	To persuade to a head teacher using appropriately formality and language.

Writing Content Spine

Year 6 Summer				
Text Type	Narrative	Poetry	Persuasion	Informative letter
Model text	Jaguar Trials	The Highwayman	Why should we?	A letter to my form tutor
Outcome	To use description and characterisation to expand ideas. To use speech to advance the action.	To use features of poetry	To use persuasive techniques in a formal piece of writing	To manipulate formality
Purpose and audience	To write in the style of an author. Display work.	To imitate a poet. Share work with Year 2 at Wescott.	To convince a member of parliament to change a law. Politician.	To introduce myself to my Year 7 form tutor.

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

- | | |
|---|---|
| 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, consistence 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
3 <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. 	Suffix -ly
	sion / tion
	Prefixes
	sure / ture
	-ous, -ious
	Adding suffixes beginning a vowel to polysyllabic words
	cian / ssion
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	sion / tion
	Prefixes
	sure / ture
	-ous, -ious
	Adding suffixes beginning a vowel to polysyllabic words
	cian / ssion

Writing progression Map – Spelling

Coverage	Spelling Rules
5 <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. 	tial / cial
	able / ible
	cious / tious
	ant / ent, ancy / ency
	Adding suffixes beginning with a vowel to words ending in –fer
6 <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. 	ei / ie
	Hyphens
	Silent letters
	tial / cial