

Springfield Junior School

Curriculum Content for Writing

Aims and Vision for the children:

- To be able to write with confidence, clarity and control (to have a positive or negative effect on the reader)
- To develop an understanding of purpose and audience
- To use a range of independent strategies to self-monitor and correct.
- To have an interest in words and their meanings and to develop a growing vocabulary and schema
- To understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- To develop their imagination, inventiveness and critical awareness.



Prior Learning	Write stories set in places pupils have been. Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. Write stories that mimic significant authors. Write narrative diaries. Poetry: Write poems that use pattern, rhyme and description. Write nonsense and humorous poems and limericks.	Non-fiction: Write labels Write lists Write captions Write instructions Write recounts Write glossaries Present information Write non-chronological reports.
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Year 3 Stimulus and writing tasks		Skills	Knowledge and Vocabulary
Autumn: Crow's Tail – narrative. Sentence stacking. Changed to include own character.	Purpose and audience	<ul style="list-style-type: none"> I can select ideas and words that are linked to the correct purpose and audience but they may be sometimes repetitive or sparse. I can write 2-3 story sentences on one idea I can write 2-3 non-fiction sentences on one idea I can express my views. E.g. I believe... 	Simple sentence Compound sentence Complex sentence Speech- inverted commas [speech marks] Noun phrase Fronted adverbials/ adverbial phrases Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Simile
The Iron Man Chapter 1 – narrative. Sentence stacking.	Genre	<ul style="list-style-type: none"> The majority of writing is appropriate for the task. I can attempt to use the features needed in writing, e.g. story – setting, character and plot or if non-fiction can include an introduction or conclusion 	
Spring: Non – Chronological reports. Dragons. Dragon's egg as stimulus.	Structure and shape.	<ul style="list-style-type: none"> I can group ideas together and sometimes create paragraphs I can create flow by using pronouns, linking phrases and referencing points already made. I can use headings and sub-headings. I can use openings in stories and non-fiction. E.g. Early one morning... Whales are the largest creatures... I can use closings in stories and non-fiction. E.g. Eventually... Ultimately 	
Story Telling Week – Storytelling and Cobbler and The Dragon Talk for Writing Moon Man – narrative. Sentence stacking.	Editing	<ul style="list-style-type: none"> I can edit writing to correct punctuation, spelling and cohesion with support 	
Poetry and Report writing about weather.	Sentence types and sentence structure	<ul style="list-style-type: none"> I can use simple, compound and complex sentences (with a widening range of conjunctions while, so, although). I can use prepositions that indicate position in a place or an environment. E.g. in, under, on, behind. I can use adverbs/ adverbial phrases that indicate position in time. E.g. Next, soon, later that day, as dusk fell... I can use adverbs/ adverbial phrases that build a relationship or cause. E.g. therefore, as a result. 	
Summer: Non – Fiction – Science week	Tense	<ul style="list-style-type: none"> I can use mostly correct tense and person throughout writing I can use present perfect verbs E.g. He has gone to the shops. 	
The Legend of black rock – narrative. Sentence stacking.	Word choices and writer's techniques.	<ul style="list-style-type: none"> I can begin to choose apposite vocabulary (verbs, nouns, adjectives and adverbs) that creates a positive or negative effect. I can use one word in isolation to grab a reader's attention. E.g. Stop! I can use like to build a simile. E.g. Her eyes were like deep pools. I can use repetition for impact E.g. He stopped. He stopped really still. 	
Bear and the Piano – narrative. Own version with new character and instrument.	Punctuation	<ul style="list-style-type: none"> I can use full stops, capital letters, question and exclamation marks and commas in lists mostly accurately. I can begin to use (may not be accurate); inverted commas to punctuate direct speech, I can begin to include other direct speech punctuation. E.g. comma and capital letter. I can begin to use commas for clauses and/or apostrophes for contraction. 	
	Spelling	<ul style="list-style-type: none"> I can use the knowledge of phonics and spelling rules that I have been taught to make phonetically plausible attempts at unfamiliar words. I can use prefixes accurately to build new nouns. E.g. anticlimax I can use a or an correctly before a word beginning with a consonant or vowel. I can experiment using more complicated words from a common word. I can identify commonly misspelt words and attempts to correct them. I can use the first two or three letters in a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far 	
	Handwriting	<ul style="list-style-type: none"> Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined. Increases the legibility, consistency and quality of their handwriting E.g. by ensuring that the downward letters are parallel and equidistant. Increases the legibility, consistency, and quality of their handwriting E.g. by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	

Year 4 Stimulus and writing tasks		Skills	Knowledge and Vocabulary
<p>Autumn: Bubbles-story The Romans- Newspaper reports Poetry-The Magic Box Coming Home –story Volcanoes- poetry Escape from Pompeii- diary</p> <p>Spring: The water Cycle- Explanation text The Flood-descriptive paragraph, story writing Greece- fact files</p> <p>Summer: Greek myths- Persuasion, Own endings to a story, descriptive writing, instructions, non- chronological report Local area- postcards Foxburrow Farm- recounts</p>	Purpose and audience	<ul style="list-style-type: none"> I can select ideas and words that are imaginative and interesting linked to the correct purpose and audience. I can add detail to my ideas I can maintain a point of view I can include all the features of a genre or text type appropriately I can create intriguing narratives and more complicated non-fictions. E.g. persuasive leaflets. 	<p>Simple sentence Compound sentence Complex: Subordinate Main, Main Subordinate, Relative clause Expanded Noun Phrase Fronted adverbials/Adverbial phrases Parenthesis- commas Determiners Pronoun Possessive pronouns Simile Metaphor Personification Onomatopoeia Suffix Prefix Root Plural Singular Grapheme Phoneme</p>
	Genre	<ul style="list-style-type: none"> I can organise my writing clearly I can use the main features of the text type and these are clear and appropriate to the task eg. Setting, character and plot for fiction. 	
	Structure and shape	<ul style="list-style-type: none"> I can organise my writing with a clear beginning, middle and end. I can write sentences that lead on from a previous sentence I can start a new paragraph organising ideas around a theme I can use pronouns and nouns within and across sentences to aid readability. I can use exciting openings to capture the reader's attention. I can use dramatic endings in stories and strong conclusions in non-fiction. 	
	Editing	<ul style="list-style-type: none"> Independently edit writing to correct punctuation, spelling and cohesion. 	
	Sentence types and sentence structure	<ul style="list-style-type: none"> I can use simple and compound. I can use complex sentences[subordinate-main, relative clause and main-subordinate] I can use conjunctions to set up contrasts or relationships. E.g. despite, nevertheless, consequently. I can ask rhetorical questions to involve the reader. I can use more complicated noun phrases. The beautiful butterfly with the red and blue wings. I can use fronted 'where/when' adverbial phrases. E.g. At dawn, the scarecrow cried. I can use how adverbials and adverbial phrases in fronted prepositions. E.g. Without care, Roger raced home. 	
	Tense	<ul style="list-style-type: none"> Tense and person are mostly correct (Standard English). E.g. I did... We were... 	
	Word choices and writer's techniques.	<ul style="list-style-type: none"> I can choose apposite vocabulary [verbs, nouns, adjectives and adverbs] that creates a positive or negative effect on the reader. I can attempt to write apposite metaphors, personification and onomatopoeia. I can use as to build a simile. E.g. The train was as slow as a hearse. 	
	Punctuation	<ul style="list-style-type: none"> I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction and exclamation marks – mostly correctly I can use all correct direct speech punctuation. I can mark plural possession using an apostrophe. E.g. The boys' names. I can use a comma after a fronted adverbial. 	
	Spelling	<ul style="list-style-type: none"> I can use the knowledge of phonics and spellings that I have been taught to make phonetically plausible attempts at unfamiliar words. I can use a range of techniques to spell unfamiliar words I can spell homophones correctly according to use. E.g. There, their, they're / two, too, to I can show the difference in writing between plural and possessives with _s punctuation. I can identify commonly misspelt words and attempts to correct them. I can use the first two or three letters in a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far 	
	Handwriting	<ul style="list-style-type: none"> Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined. Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant. Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	

Year 5 Stimulus and writing tasks		Skills	Knowledge and Vocabulary
Autumn: Wolves in the Wall sentence stack- Narrative x2 Aziz- Speech Writing sentence stack –Deforestation/Rainforest	Purpose and audience	<ul style="list-style-type: none"> I can write for a range of purposes and audiences (W1) and include relevant details to inform/engage the reader I can develop imaginative and logical ideas. I can make a clear view point and elaborate I can create complicated narratives and non-fiction. 	Simple sentence Compound sentence Complex: Subordinate Main, Main Subordinate, Relative clause
Spring: Piano Animation (Literacy Shed) – Diary/narrative	Genre	<ul style="list-style-type: none"> I can describe settings and characters in narratives (W3) In non-narrative writing, I can use simple devices to structure the writing and support the reader E.g. (Headings, sub-heading and bullet points) (W4) I can use a genre feature or adapt deliberately. 	Expanded Noun Phrase Fronted adverbials/Adverbial phrases Passive voice Modal verbs
Story Telling Week –Storytelling and Nyangara sentence stack. Highwayman –Narrative & Poem.	Structure and shape	<ul style="list-style-type: none"> I can use paragraphs to organise ideas (W2) with cohesive devices with in and across paragraphs (conjunctions, pronouns and synonyms of nouns). I can organise my writing so it reflects different paces in story or evidence in non-fiction. I can start a new paragraph to show change in time, place, event or person. I can use words and phrases to build links within paragraphs. E.g. that, after, that, this. I can link ideas across paragraphs by making references back to original points. 	Relative pronoun Parenthesis- commas, brackets, dash Cohesion Ambiguity Simile Metaphor
Lighthouse Animation (Literacyshed). Narrative. Creative Curriculum/A chid through the ages –Diary of Victorian Child.	Editing	<ul style="list-style-type: none"> I can edit writing to correct punctuation, spelling, cohesion independently I can edit text structure (grouping and ordering related content together and expanding ideas which need it) with support. 	Personification Onomatopoeia Suffix
Summer: Pandora Animation (Literacyshed). Non-chronoloical report (own alien) Science Investigation- Space/Forces & Film Trailer. Moon landing sentence stack.	Sentence types and sentence structure	<ul style="list-style-type: none"> I can use a variety of simple, compound, complex sentence (Subordinate main, Relative clause and Main subordinate –one of each) and multicausal sentences. I can use modal and passive sentences. I can create different emphasis through the word order and choice in sentences. I can mix short and long sentences to change the pace for the reader. I can use degrees of possibility adverbs. E.g. perhaps, surely I can use adverbs of time (later) , place (nearby) and number (secondly). I can use verbs ending in –ed or –ing to start adverbials 	Prefix Root Plural Singular Grapheme Phoneme
Falling Angels Book/Art –Narrative/ Description of Setting.	Tense	<ul style="list-style-type: none"> Tense and person are consistent throughout. I can use tense choices to support cohesion. E.g. He had seen her before. 	
	Word choices and writer’s techniques.	<ul style="list-style-type: none"> I can make precise word choices to create impact and increase meaning using a variety of resources. E.g. Technical terminology, vivid language. I can write apposite, similes, metaphors, personification and onomatopoeia using a range of resources. I can use pathetic fallacy to mirror a character’s emotion in nature/weather. I can use puns to create humour and intrigue in my writing. 	
	Punctuation	<ul style="list-style-type: none"> I can use full stops, capital letters, question and exclamation marks and commas in lists accurately I can mostly use inverted commas accurately (including punctuation within speech –non spoken beginning and end), use commas for clauses and apostrophes for contraction. I can use commas, brackets and dashes to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity. E.g. Let’s eat Grandad / Lets eat, Grandad. 	
	Spelling	<ul style="list-style-type: none"> I can use suffixes to convert nouns and adjectives into verbs. E.g –ate, -ise and -ily I can use prefixes to change the intent of verbs. E.g. dis-, de-, mis-, re- and over- I can spell some words with ‘silent’ letters, e.g. knight, psalm, solemn. I can distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1 I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus. 	
	Handwriting	<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. Decides, as part of their personal style, whether or not to join specific letters. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Chooses the writing implement that is best suited for a task (e.g. quick notes, letters). 	

Year 6 Stimulus and writing tasks		Skills	
Autumn: Little Red Riding Hood - Roald Dahl Revolting Rhymes (sentence stacking) The Blue Umbrella - narrative	Purpose and audience	<ul style="list-style-type: none"> I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (E.g. the use of the first person in a diary; direct address in instructions and persuasive writing). (E1) I can tell a story with imaginative flair and with control and direction in non-fiction. I can convey a convincing viewpoint using another person's point of view to support or contrast my own. 	Simple sentence Compound sentence Complex: Subordinate Main, Main Subordinate, Relative clause
Skellig - setting description/diary writing	Genre	<ul style="list-style-type: none"> I can describe settings, characters and atmosphere in narrative (E2) I can use dialogue in narratives to convey character and advance the action. (E3) I can manipulate well-known genres for different effects. 	Expanded Noun Phrase Fronted adverbials/Adverbial phrases Passive voice
Wonder - diary writing Aztecs - Instructions	Structure and shape	<ul style="list-style-type: none"> I can use paragraphs to organise ideas and use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs. (E5) I can navigate a reader through a text in a logical way or change this deliberately. E.g Flashforward or opposing viewpoints. I can use a range of layout devices (columns, bullets, tables etc. 	Modal verbs Relative pronoun Parenthesis- commas, brackets, dash Cohesion
Spring: Pictures (winter scene/lighthouse) - setting description	Editing	<ul style="list-style-type: none"> I can edit writing independently to correct punctuation, spelling, cohesion and text structure (grouping and ordering related content together and expanding ideas which need it) 	Ambiguity Subject Object Active voice
Midsummer Night's Dream - character description Subjunctive poetry	Sentence types and sentence structure.	<ul style="list-style-type: none"> I can use a variety of simple, compound, complex sentence (Subordinate main, Relative clause and Main subordinate –one of each) and multiclausal sentences. (At least one of each) in a way that flows and makes sense. I can use modal and passive sentences. I can chose whether to be formal or informal in my writing. I can use –ed, -ing –ly to start adverbials I can use adverbs and adverbials to qualify, intensify or emphasise. 	Synonym Antonym Ellipsis Hyphen Colon Semi-colon
Battle of Hastings - speeches (CC) Battle of Hastings - recount	Tense	<ul style="list-style-type: none"> I can use verb tense consistently and correctly throughout my writing. (E6) I can use subjunctive form. E.g. The teacher insists that you are on time. If I were a cow, I would chew grass all day. 	Bullet points Simile
Dear Humans - persuasive letter Summer: (to be adapted?) Battle of Britain - newspaper report/evacuee letter	Word choices and writer's techniques.	<ul style="list-style-type: none"> I can select precise vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately. (E.g contracted forms in dialogues in narratives, using passive verbs to hide the doer of the action. I can use appropriate formal synonyms for informal word E.g find out / discover I can choose the correct shade of meaning word from a range of antonyms and synonyms. I can write apposite, similes, metaphors, personification and onomatopoeia from their own schema. I can use an extended metaphor for an ongoing comparison. 	Metaphor Personification Onomatopoeia
The Iron Giant film clip - descriptive recount Information/non-chronological report or explanation.	Punctuation	<ul style="list-style-type: none"> I can use the range of punctuation taught at KS2 mostly correctly. (E7) I can use semi-colon, colon and dash to show independent clauses. I can use a colon to introduce a list and a semi-colon within a list. I can use bullet points to list information I can use hyphens to avoid ambiguity. E.g. recover / re-cover. 	
	Spelling	<ul style="list-style-type: none"> I can spell some words with 'silent' letters, e.g. knight, psalm, solemn. I can use further prefixes and suffixes and understands the guidelines for adding them. I can distinguish between homophones and other words which are often confused. I can use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically, as listed in Appendix 1 I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus. 	
	Handwriting	<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices. Decides, as part of their personal style, whether or not to join specific letters. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). Chooses the writing implement that is best suited for a task (e.g. quick notes, letters). 	