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|  **Writing Curriculum Map**Kensington Junior Academy |
| Writing Skills Progression:  |
| **KS1** | **Vocabulary, grammar and punctuation*** Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).
* Use sentences with different forms: statement, question, command, exclamation.
* Secure the use of full stops, capital letters, exclamation marks and question marks.
* Use commas to separate items in a list.
* Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll.
* Use apostrophes for singular possession in nouns, e.g. the girl’s name.
* Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
* Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.
* Select, generate and effectively use verbs.
* Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.
* Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports.
* Use present tense for non-chronological reports and persuasive adverts.
* Select, generate and effectively use nouns.
* Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker.
 | **Composition*** Discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.
* Drafting and orally rehearse each sentence prior to writing.
* Develop a positive attitude to writing.
* Develop stamina for writing in order to write at length.
* Write about real and fictional events.
* Write simple poems based on models.
* Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
* Use specific text type features to write for a range of audiences and
* Edit and improve own writing in relation to audience and purpose.
* Evaluate their writing with adults and peers.
* Proofread to check for errors in spelling, grammar and punctuation.
* Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop. Performing
* Read aloud their writing with intonation to make the meaning clear.
 | **Spelling*** Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
* Learn new ways of spelling phonemes for which one or more spellings are already known.
* Learn to spell common exception words (see below).
* Learn to spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll.
* Learn the possessive apostrophe (singular), e.g. the girl’s book.
* To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).
* Add suffixes ness and er e.g. happiness, sadness, teacher, baker.
* Add suffix ment to spell longer words, e.g. enjoyment.
* Add suffixes ful and less e.g. playful, careful, careless, hopeless.
* Use suffixes er and est e.g. faster, fastest, smaller, smallest
* Use suffix ly e.g. slowly, gently, carefully.
* Spell words with: - the /d֗/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant).
* the /s/ sound spelt c before e, i and y, e.g. ice, cell -
* the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.
* the /վ/ sound spelt wr at the beginning e.g. wrote, wrong.
* the /l/ or /ˎl/ sound spelt –le at the end of words, e.g. table, apple.
* the /l/ or /ˎl/ sound spelt –el at the end of words, e.g. camel, tunnel.
* the /l/ or /ˎl/ sound spelt –al at the end of words, e.g. pedal, capital.
 | **Handwriting** Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.Write capital letters and digits of the correct size relative to one another and to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words which reflects the size of the letters. |
| **Year 3** | **Vocabulary, grammar and punctuation*****As above and …**** Explore and identify main and subordinate clauses in complex sentences
* Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case
* Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond
* Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually
* Use inverted commas to punctuate direct speech
* Use perfect form of verbs using have and had to indicate a completed action
* Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box
* Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary
* Explore and collect words with prefixes super, anti, auto
 | **Composition*****As above and …**** Plan their writing by reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions
* Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing
* Discussing and recording ideas for planning
* Creating and developing settings for narratives
* Creating and developing characters for narrative
* Creating and developing plots based on a model
* Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type
* Grouping related material into paragraphs using headings and sub headings to organise information
* Evaluate, and edit by proofreading to check for errors in spelling, grammar and punctuation in own writing
* Discussing and proposing changes
* Improving writing in the light of evaluation
* Perform their own compositions by using appropriate intonation, tone and volume to present their writing
 | **Spelling*****As above and …**** Use further prefixes and suffixes and understand how to add them
* Spell further homophones
* Spell words that are often misspelt
* Use the first two 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
* Learn to spell new words correctly and have plenty of practice in spelling them.
* Understand how to place the apostrophe in words with regular plurals (e.g. girls’, boys’)
* Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology
 | **Handwriting*****As above and …***Form and use the four basic handwriting joinsWrite legibly |
| **Year 4** | **Vocabulary, grammar and punctuation*****As above and …**** Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
* Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled
* Use commas to mark clauses in complex sentences
* Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, “Be back here at four o’ clock.”
* Identify, select and effectively use pronouns
* Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.
* Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done.
* Use apostrophes for singular and plural possession e.g. the dog’s bone and the dogs’ bones
 | **Composition*****As above and …**** Plan writing by reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions
* Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing
* Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan
* Draft and write by developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense
* Planning and writing an opening paragraph which combines the introduction of a setting and character/s
* Organising paragraphs in narrative and non-fiction
* Linking ideas within paragraphs e.g. fronted adverbials for when and where
* Proofreading to check for errors in spelling, grammar and punctuation in own and others’ writing
* Discussing and proposing changes to improve writing Use appropriate intonation, tone and volume to present their writing to a range of audiences.
 | **Spelling*****As above and …**** Use further prefixes and suffixes and understand how to add them
* Spell further homophones
* Spell words that are often misspelt
* Use the first three 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.
* Learn to spell new words correctly and have plenty of practice in spelling them.
* Understand how to place the apostrophe in words with irregular plurals (e.g. children’s).
* Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology
 | **Handwriting*****As above and …***Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch |
| **Year 5** | **Vocabulary, grammar and punctuation*****As above and …**** Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.
* Create and punctuate complex sentences using ed openers
* Create and punctuate complex sentences using ing openers
* Create and punctuate complex sentences using simile starters
* Demarcate complex sentences using commas and explore ambiguity of meaning
* Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must
* Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently
* Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly Identify and use brackets and dashes
* Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-
 | **Composition*****As above and …**** Plan their writing by identifying the audience and purpose
* Selecting the appropriate language and structures
* Using similar writing models
* Noting and developing ideas
* Drawing on reading and research
* Thinking how authors develop characters and settings (in books, films and performances)
* Draft and write by selecting appropriate grammar and vocabulary
* Blending action, dialogue and description within and across paragraphs
* Using devices to build cohesion (see VGP column)
* Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes
* Assessing the effectiveness of own and others’ writing in relation to audience and purpose
* Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
* Ensuring consistent and correct use of tense throughout a piece of writing
* Ensuring consistent subject and verb agreement
* Proofreading for spelling and punctuation errors
* Perform own compositions for different audiences
 | **Spelling*****As above and …**** Spell words that have not yet been taught by using what they have previously learnt how spelling works in English
* Use further prefixes and suffixes and understand the guidance for applying them
* Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn
* 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
* Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
* Use a thesaurus
* Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs
* Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-
 | **Handwriting**Write fluentlyChoose when it is appropriate to print or join writinge.g. printing for labelling a scientific diagram |
| **Year 6** | **Vocabulary, grammar and punctuation*****As above and …**** Manipulate sentences to create particular effects
* Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts
* Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then
* Use ellipsis to link ideas between paragraphs
* Identify and use colons to introduce a list
* Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.
* Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved
* Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark
* Punctuate bullet points consistently
* Explore and collect vocabulary typical of formal and informal speech and writing
* Identify the subject and object of a sentence
* Explore and investigate active and passive
 | **Composition*****As above and …*****Plan their writing by:*** Identifying audience and purpose
* Choose appropriate text-form and type for all writing
* Selecting the appropriate language and structures
* Drawing on similar writing models, reading and research
* Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning

**Draft and write by:*** Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact
* Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. Tom stomped into the room, flung down his grubby, school bag and announced, , through gritted teeth, “It’s not fair!”
* Using devices to build cohesion
* Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shift
* Combining text-types to create hybrid texts e.g. persuasive speech
* Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences
* Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one word sentence.
* Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader
* Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative

**Evaluate and edit by:*** Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning
* Proofreading for grammatical, spelling and punctuation errors
* Evaluate and improve performances of compositions focusing on intonation and volume, gesture and movement and audience engagement
 | **Spelling*****As above and …**** Be secure with all spelling rules previously taught
* Write increasingly confidently, accurately and fluently, spelling with automaticity
* Use a number of different strategies interactively in order to spell correctly
* Develop self-checking and proofchecking strategies
* Use independent spelling strategies for spelling unfamiliar words
 | **Handwriting*****As above and …***Write with increasing speedChoosing the writing implement that is best suited for a task (e.g. quick notes, letters) |

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| Writing Genre Coverage: Autumn 1 |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| WHOLE SCHOOL WRITING PROJECTS | Writing to informNon-Chronological Report – EuropeWriting to entertainNarrative - adventurePerformance Poetry  | Writing to informNon-Chronological Report Writing to entertainNarrative - adventurePerformance Poetry | Writing to informNon-Chronological Report - AfricaWriting to entertainNarrative - adventurePerformance Poetry | Writing to informNon-Chronological Report about key people : Tesla/CurieWriting to entertainNarrative - adventurePerformance Poetry |

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| Writing Genre Coverage: Autumn 2 |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Writing to entertainNarrative - historical inc character descriptionWriting to informHoliday leafletSocial Media Post | Writing to entertainDescriptive writingWriting to informBiography | Writing to entertainNarrative – descriptive writingWriting to informNon-chron: Anglo-SaxonsDiary | Writing to informRecount – Leo’s storyNon-Chron – Air-Raids/BlitzWriting to entertainDiary – Rose Blanche |

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| Writing Genre Coverage: Spring 1 |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Writing to entertainDescriptive writing of a settingWriting to informExplanation text(c/curr explanation as science curr) | Writing to entertainNarrative: character and settingPoetryWriting to informFactual Tour | Writing to informExplanation texts News reportWriting to entertainNarrative | Writing to entertainNarrative including dialogueWriting to informFormal LeafletWriting to persuadeTrip advisor review |

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| Writing Genre Coverage: Spring 2 |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Writing to entertainDiaryWriting to informInstructionsWriting to persuadeWritten speech (to perform) | Writing to inform Non-Chron: Roman achievementsDiary/recountWriting to persuadeTravel brochure | Writing to discussLetterWriting to persuadeLeaflet | Writing to informBiography – DarwinReport – EvolutionWriting to persuadePersuasive Leaflet: Link to School visit  |

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| Writing Genre Coverage: Summer 1 |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Writing to entertainPoetryWriting to persuadeLetters | Writing to entertainNarrative inc dialogueWriting to informExplanation | Writing to entertainNarrativeWriting to discussBalanced argumentWriting to persuadeAdvert | Writing to entertainNarrative with dialogue Writing to discussFormal letter – climate change |

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| Writing Genre Coverage: Summer 2 |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | Writing to entertainGreek MythWriting to informRecount | Writing to persuadePersuasive Writing - advertWriting to entertainPlayscript | Writing to informBiography Writing to entertainPoetry – Sonnets | Writing to informExplanation – circulatory systemWriting to discussDiscussion text – screen use or impact of choices |