

Frimley Church of England School

Writing - Skills and Knowledge Progression



Intent

We believe that the skills encompassed in English are vital for underpinning every area of the school curriculum. Emphasis is placed on the development of spoken and written English. The school's aim is to encourage the development of a literate, articulate child, who is able to approach both spoken and written forms of communication confidently.

Implementation

Children have frequent opportunities to write for a variety of purposes and audiences; not just in English but across the curriculum. We use examples of both modern and heritage; British and International literature as the starting point for children's work and place great importance on composition and effect. Each year group carefully plan a sequence of lessons, stimulating their writing, through the use of carefully selected stories, animations, plays, film clips, poems and life experiences. During a sequence of lessons, pupils have opportunities to write individually and in groups, as the teacher models writing skills and gives direct feedback. Lessons comprise of a mix of experience days, immersing pupils in an experience that is closely related to their writing, scaffolded writing lessons and independent writing lessons.

Each writing lesson is broken down into smaller steps, or chunks, each lasting around 20 minutes. During a typical lesson, there will be three steps, all focusing on a different aspect of the Writing Rainbow, via a series of writing lenses including: vocabulary focus, grammar focus and sentence focus and writing techniques. The steps fast paced where the pupils then participate in vocabulary gathering, planning and rehearsing writing ideas, teacher model and independent writing opportunities. Pupils are encouraged to move beyond the teacher scaffold, using other writing techniques to 'deepen the moment', adding more detail or writing techniques to enhance the readers' experience. The sequence of lessons provides the pupils with a journey through a writing genre, and / or text type, culminating in an independent piece of writing where they can demonstrate their newly acquired, and some older acquired skills too, in a piece of writing closely matched to the focus style of writing.

We teach self and peer editing to improve writing. 'Read and respond' marking allows children to correct and improve their own errors. Neat presentation and handwriting skills are encouraged, practiced, and valued throughout the school, in line with the handwriting policy.

Our approach to writing begins with a very structured approach in Year 3, as pupils become familiar with the lesson structure, how to setup their page and develop an understanding of expectations, the Writing Rainbow and lenses. As pupils progress through the school, writers are expected to be more independent in their vocabulary gathering and writing, moving away from the teacher scaffold and using their knowledge of writing lenses to 'deepen the moment' more readily. By the end of Year 6, pupils will be automatically selecting and applying learnt writing techniques throughout their writing, across a range of genres.

Spelling and grammar are carefully and systematically embedded across the school and we follow the National Curriculum grammar progression. Spelling is taught discretely throughout the school as pupils are immersed in an investigative and vocabulary rich environment.

Impact

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all writing lessons
- Pupils will have a good knowledge of writing techniques
- Pupils will be able to articulate their thoughts, ideas and imagination orally and through the written word
- Pupils will become creative writers, able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- The percentage of pupils working at EXS within each year group will be at least in line with
- national averages
- The percentage of pupils working at GDS within each year group will be at least in line with national averages

In writing lessons you will see and hear:

- Talk for writing
- A buzz of learning and sharing ideas and vocabulary
- Oral sentence rehearsal
- Pupils sharing ideas and contributing to class writing
- Pupils using the teacher model to support their own writing
- Pupils independently applying skills, (from the Writing Rainbow) to the writing task, using retrieval of previously learnt skills to deepen the moment
- Pupils re-reading their own work, with live feedback and editing on the go
- Celebration of pupils writing

National curriculum expectations:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that by the end of Key Stage 2 all pupils should be able to:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

What Frimley offers to its pupils:

Writing	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p>	<p>Basic knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p> <p>Terminology Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, adverb, inverted commas (or “speech marks”)</p> <p>To know the features of the following types of writing:</p> <p>Using the Year 3 writing objectives: Write to Entertain <i>(e.g. Performance poetry, narrative)</i> Write to Inform <i>(e.g. newspapers, instructions, non-chronological report, radio report)</i> Write to Persuade <i>(e.g. letters)</i></p>	<p>Consolidate and develop their knowledge and understanding of the Year 3 /4 objectives and begin to apply them in their own writing.</p> <p>Terminology <i>Consolidating previous year and building in:</i> Determiner, pronoun, possessive pronoun, adverbial</p> <p>To know the features of the following types of writing:</p> <p>Using the Year 4 writing objectives: Write to Entertain <i>(e.g. Descriptive poetry, narrative)</i> Write to Inform <i>(e.g. newspapers, instructions, non-chronological report)</i> Write to Persuade <i>(e.g. holiday brochure, battle cry)</i></p>	<p>Basic knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p> <p>Terminology <i>Consolidating previous year and building in:</i> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>To know the features of the following types of writing:</p> <p>Using the Year 5 writing objectives: Write to Entertain <i>(e.g. Narratives, narrative poetry, Myths)</i> Write to Inform <i>(e.g. encyclopaedia, newspaper, biography)</i> Write to Persuade <i>(e.g. travel brochure, letter)</i> Write to Discuss <i>(e.g. balanced argument)</i></p>	<p>Consolidate and develop their knowledge and understanding of the Year 5/6 objectives and begin to apply them in their own writing.</p> <p>Terminology <i>Consolidating previous year and building in:</i> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p> <p>To know the features of the following types of writing:</p> <p>Using the Year 6 writing objectives: Write to Entertain Write to Inform Write to Persuade Write to Discuss</p> <p><i>All writing genres are selected and revisited to meet the needs of the children.</i></p>

<p>Skills</p>	<p>To identify and apply the following in writing:</p> <p><u>Purpose and Impact</u></p> <ul style="list-style-type: none"> • To write whole text that are interesting, engaging or thoughtful. • Develop multiple ideas within a story that are enriched with descriptive vocab. • Develop multiple ideas in non-fiction that are factual and precise. • Express a basic viewpoint, an opinion or promote an idea e.g. I believe • To produce texts which are appropriate to reader or purpose. • Maintain the main features of a genre/text type 	<p>To identify and apply the following in writing:</p> <p><u>Purpose and Impact</u></p> <ul style="list-style-type: none"> • To write whole text that are interesting, engaging or thoughtful. • Ideas are developed in details (stories in depth description, non-fiction would have anecdotes, reflections and facts) • Points of view are maintained throughout the work. • Produce texts that are appropriate to reader and purpose. • Consistently include all features of a genre. • Create narratives that create intrigue (suspense or cliff hangers) or non-fiction that is more complicated (contrasting ideas and opinions) 	<p>To identify and apply the following in writing:</p> <p><u>Purpose and Impact</u></p> <ul style="list-style-type: none"> • Write whole texts that are interesting, engaging or thoughtful. • Ideas are developed in narrative and non-fiction. • Point of view is clear and controlled with some elaboration. • Execute a text type genre to include all features or adapt when required. • Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support purpose. 	<p>To identify and apply the following in writing:</p> <p><u>Purpose and Impact</u></p> <ul style="list-style-type: none"> • Write whole texts that are interesting, engaging or thoughtful. • Manipulate reader through the telling of a narrative e.g. use of humour or controls the direction of non-fiction through a range of strategies. • Adapt well-known genre to create different effects e.g. fairy tales with a twist or exploring different viewpoints.
----------------------	---	---	--	--

Structure and Shape

- Organise and present whole texts effectively.
- Strategies used to create flow e.g. pronouns and cohesive phrases.
- Begin to understand what a paragraph is ideas grouped together.
- Use headings and sub-headings to group ideas.
- Opening signalled in narrative and non-fiction.
- Closing signalled in narrative and non-fiction.

Structure and Shape

- Organise and present whole texts effectively that sequence and structure information.
- Structure and organise writing with a clear beginning, middle and end.
- **Write sentences that are developed on from previous sentences to form a group of connected/related ideas.**
- **Start a new paragraph to organise ideas around a theme.**
- Construct a cohesive piece with logical links and breaks.
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Openings signalled in narrative and non-fiction with content to capture reader's interest.
- Closings signalled in narrative that is dramatic or linked back to openings and in non-fiction is strong and draws conclusions.

Structure and Shape

- Organise and present whole texts effectively that sequence and structure information.
- Structure and organise writing with pace in narrative and supporting evidence in non-fiction.
- **Start new paragraphs to show changes in time, place, event or person.**
- Construct a cohesive piece with logical links or breaks.
- Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly.
- **Link ideas across paragraphs using a range of devices e.g. phrases that reference previous points.**

Structure and Shape

- Organise and present whole texts effectively that sequence and structure information.
- Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint.
- Use a range of layout devices e.g. headings, sub-headings, column, bullets, tables.
- Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as cliff hanger at the end of a section.

Sentence Structure

- Vary sentences for clarity and purpose.
- Use one word in isolation to grab reader's attention.
- Add detail into description e.g. precise words, descriptive noun phrases.
- Use prepositions that position in place/environment.
- Use present perfect form of verbs instead of simple past.
- Experiment with widening range of conjunctions.

Sentence Structure

- Vary sentences for clarity, purpose and effect.
- Ask rhetorical questions to heighten reader engagement.
- **Use more complicated noun phrases (expanded by modifying adjectives, nouns and prepositional phrases).**
- Use Standard English verb inflections e.g. we were, I did instead of we was, I done.
- Use a widening range of conjunctions.
- **Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently.**

Sentence Structure

- Vary sentences for clarity, purpose and effect.
- Create different emphasis in sentences through word order and noun phrases.
- Mix short and long sentences to change, accelerate or show pace for the reader.
- Deploy tense choices that support cohesion by making links.
- **Use modal verb to show something is certain, possible or probable (or not e.g. might, should, will, must)**
- **Use relative clauses within complex sentences beginning with who, which, where, when, whose, that.**
- Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences.

Sentence Structure

- **Write informally or formally appropriate to genre or text type.**
- Vary the types of sentences within a piece across simple, compound and complex constructions.
- **Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. the teacher insists her pupils arrive on time.**
- **Use passive voice to affect the presentation of information in a sentence.**
- Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts.

Writing Techniques

- Write sentences that use repetition of key words for impact.
- Use the word 'like' to build a simile.
- Select appropriate vocabulary.
- Choose words because of the effect that will have on the reader.
- Use adverbs/adverbial phrases that position in time and build a relationship or cause.

Punctuation

- Emerging use of inverted commas to punctuate direct speech.
- Emerging use of other direct speech punctuation e.g. punctuation inside the inverted commas.

Writing Techniques

- Use 'as' to create a simile.
- **Use metaphor to create vivid images in the reader's mind.**
- Make language choices that are interested and varied.
- Use where adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagull.
- Use how 'ly' adverbs and 'ing' adverbial phrases in fronted position in sentences.

Punctuation

- Correct use of inverted commas and other punctuation to indicate direct speech.
- Use apostrophes to mark plural possession.
- **Use a commas after a fronted adverbial.**

Writing Techniques

- **Use pathetic fallacy to mirror and extend character's emotions.**
- **Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle.**
- Some vocabulary choice are for effect or emphasis e.g. technical terminology, vivid language.
- Indicate degree of possibility use adverbs e.g. perhaps, surely.
- Use a range of adverbs to link ideas; adverbs of time, adverbs of place.

Punctuation

- **Use brackets, dashes or commas to indicate parenthesis.**
- Use commas to clarify meaning or avoid ambiguity.

Writing Techniques

- **Use personification to give human attributes to inanimate objects.**
- **Use symbolism as a recurring idea to emphasise a themed motif e.g. an ongoing reference to water.**
- Use varied and precise vocabulary to create particular stylistic effects.
- Use more complicated adverbial phrases to link ideas.
- Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. the dog is so incredibly stupid.

Punctuation

- **Use semi-colon, colon and dash to mark the boundary between independent clauses.**
- Use the colon to introduce a list and use of semi-colons within lists.
- Use bullet points to list information.
- **Use hyphens to avoid ambiguity.**

Spelling and Word Structure

- Apply spelling rules into writing.
- Use a range of prefixes to extend a repertoire of nouns.
- Use a or an correctly according to the next word beginning with consonant or vowel.
- Experiment with more complicated words built from a common word also exploring word families.
- Recognise the place of the possessive apostrophe
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher.

Handwriting

- Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined.
- Show increased legibility and quality to handwriting.

Spelling and Word Structure

- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.
- Distinguish between the spellings of common homophones.
- Show through the addition of '-s' and punctuation the grammatical difference between plural and possessive.

Handwriting

- Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined.
- Show increased legibility and quality to handwriting.

Spelling and Word Structure

- Convert nouns or adjectives into verbs using suffixes e.g. – ate, -ise, -ify.
- Apply prefixes to change intent of verbs e.g. dis-, de-, mis-

Handwriting

- Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined.
- Show increased legibility and quality to handwriting.

Spelling and Word Structure

- Use the appropriate words according to formality e.g. discover or find out, ask for or request, go in or enter.
- Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence.

Handwriting

- Use diagonal and horizontal strokes to joins letters that are adjacent and know which are best to be left unjoined.
- Show increased legibility and quality to handwriting.