

Writing at Buttsbury Junior School

Rationale

At Buttsbury Junior School, the curriculum for writing is delivered so that all children become effective and efficient writers. The writing curriculum teaches pupils to write for a variety of audiences, acquiring the knowledge and skills to communicate effectively for a range of purposes.

Text types

Writing is taught through different text types. These are planned to expose children to a balance of fiction, non-fiction and poetry texts. Children are taught the specific text features of each genre.

	Autumn	Spring	Summer
Year 3	Alternative Fairy Tales Dialogue and Plays Letters for different purposes Author Study - Roald Dahl Shape Poems and Calligrams	Biographies Fables Instructions Performance Poetry	Non-chronological reports Adventure stories Free Verse Poetry Stories with humour
Year 4	Autobiographies Stories with an historical setting Non-Chronological reports Film Narrative Creating images- personified poems	Exploring form- Haikus and Cinquains Stories set in imaginary worlds Recounts and Diaries Science Fiction	Stories from other cultures Explanation texts Myths and Legends Recounts- Newspapers Letters
Year 5	Instructions Science Fiction Slam and performance poetry Stories with issues and dilemmas Recounts (Diaries and Newspapers) Narrative Poetry	Research skills and Information texts Stories from our literary heritage Poetic Style Older literature (Wind in the Willows) Explanations	Novels and stories by significant authors (Treasure Island) Discussions/ Balanced arguments Stories from other cultures Persuasion Narrative Poetry
Year 6	Persuasive Speeches Stories from our literary heritage (Shakespeare) The Power of imagery Fantasy Narrative Biographies and Autobiographies	Arguments Finding a Voice Journalistic Writing Suspense and Mystery Narrative	Spy stories Nonsense Poetry Stories with flashbacks Themed Literacy- linked to production

Cross-curricular writing

At Buttsbury Junior School, we believe pupils should write across the curriculum. Opportunities for cross-curricular writing are planned for 4 times each half term, through the range of foundation subjects.

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Progression of writing skills

On entry, we expect pupils to be able to:

Sentence Structure	Text Structure	Punctuation	Composition
<p>Write first and last name with capital letters where needed.</p> <p>Understand how words can combine to make sentences.</p> <p>Use and to join words and sentences.</p> <p>Can use other conjunctions to join sentences i.e. <i>so, but</i>.</p> <p>Use time adverbs and adverbials (i.e. later, first, in winter, at night).</p> <p>Use subordinating conjunctions using when, if, that, because) and coordinating conjunctions (using and, or, but, so).</p> <p>Use adjectives for description and expanded noun phrases for specification (i.e the blue butterfly, plain flour, the man in the moon)</p> <p>Recognise statements, commands, questions or exclamations.</p> <p>Use the past and present tense appropriately.</p>	<p>Sequence sentences to form short narrative.</p> <p>Correctly identify and consistently use present tense versus past tense throughout text.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. <i>He is drumming/She was shouting</i>.</p>	<p>Separate words with spaces.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and personal pronouns.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).</p> <p>Use inverted commas to punctuate speech.</p>	<p>Use repetition for effect</p> <p>Use senses</p> <p>Use adjectives of: size, colour and texture</p> <p>Add pairs of adjectives</p> <p>Write in first and third person</p> <p>Use alliteration</p> <p>Create list sentences e.g. <i>The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.</i></p> <p>Use short sentences for impact</p> <p>Use powerful verbs for noise</p> <p>Use alternative, more precise nouns for objects such as people, weather, animals, buildings, food, furniture, plans, landscapes, materials etc...</p>

Where children are not working within age-related expectations, interventions will be identified to close the gaps.

Year 3

Sentence Structure	Text Structure	Punctuation	Composition
<p>Vary sentence structure by expressing time and cause using:</p> <ul style="list-style-type: none"> • Conjunctions (<i>so, when, before, after, while, because</i>) • Adverbs (<i>then, next, therefore, soon</i>) • Prepositions (<i>before, during, after, in, because of</i>) • Adverbials of time, place and manner (<i>at midnight, over the hill</i>) <p>Consistently use the past/present tense including irregular forms.</p> <p>Use a or an appropriately.</p> <p>Recognise simple and compound sentences, identifying the main clauses.</p> <p>Recognise personal pronouns.</p>	<p>Correct use of tenses throughout a piece of writing.</p> <p>Experiment with adjectives to create impact.</p> <p>Use paragraphs as a way to group related material.</p> <p>Use headings and subheadings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past i.e. <i>He has gone out to play</i> instead of <i>He went out to play</i>.</p>	<p>Use inverted commas to punctuate direct speech.</p>	<p>Use original similes</p> <p>Set a mood</p> <p>Write an opening to grab the reader</p> <p>Use onomatopoeia</p> <p>Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate</p> <p>Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market</p> <p>Create double more/less sentences e.g. The more he waited, the more his stomach churned</p> <p>Use powerful verbs for action</p> <p>Add adjectives of condition e.g. rusty</p> <p>Add adverbs of manner (speech and action)</p> <p>Describe through specific detail</p> <p>Write in third person limited (from one person's point of view)</p>

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Year 4

Sentence Structure	Text Structure	Punctuation	Composition
<p>Vary sentence structure using different openers (e.g. using subordinate clauses: <i>Rooted to the spot/Stumbling through the trees</i>)</p> <p>Use fronted adverbials (<i>Tears trickling down his face, James closed the door behind him. Later that day, I heard the bad news. Shaking with rage, she banged on the door</i>)</p> <p>Make appropriate choices of pronouns or nouns in sentences to avoid ambiguity or repetition, including to identify possessive pronouns.</p> <p>Expanded noun phrases by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>'the teacher' expanded to 'the strict Drama teacher with curly hair'</i>).</p> <p>Identify determiners within a sentence.</p> <p>Use complex sentences in writing, identifying the subordinate clause.</p>	<p>Use adverbs to express frequency (e.g. <i>often</i>) and manner (e.g. <i>loudly</i>).</p> <p>Recognise that that not all adverbs end in -ly.</p> <p>Use adjectival phrases i.e. 'biting cold wind'.</p> <p>Consistently use 1st, 2nd and 3rd person correctly.</p> <p>Consistent use of paragraphs.</p> <p>Appropriate choice of noun or pronoun, within and across sentences to aid cohesion and avoid repetition.</p> <p>Use conjunctions to link paragraphs (<i>however/on the other hand etc</i>)</p>	<p>Use commas to mark clauses.</p> <p>Use of inverted commas to punctuate direct speech.</p> <p>Use apostrophes for marking plural possession, being able to identify the difference between a plural and possession.</p> <p>Use commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use of inverted commas and other speech punctuation to indicate direct speech (e.g. a comma used after the reporting clause: <i>The conductor shouted, "Sit down!"</i>)</p>	<p>Build an image</p> <p>Use metaphor</p> <p>Show emotion in writing</p> <p>Add emotion starters e.g. Ecstatic, she waved her exam results in the air</p> <p>Use '3_ed' sentences e.g. Confused, worried and bewildered, they peered through the trees</p> <p>Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. Would you have agreed to such a thing?</p> <p>Use powerful verbs for speech</p> <p>Add more exact adjectives for colours e.g. russet</p> <p>Add ing and ed adjectives e.g. the swooping seagull</p> <p>Remember the 'show don't tell' rule</p>

Year 5

Sentence Structure	Text Structure	Punctuation	Composition
<p>Add phrases to make sentences more detailed and precise (<i>e.g. the extremely poisonous dragon, run as fast as possible, fast-growing fortune.</i>)</p> <p>Use a range of sentence openers consistently, considering their effect.</p> <p>Link clauses in sentences using a range of subordinating and coordinating conjunctions.</p> <p>Use relative clauses beginning with who, which, where, whose or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using modal verbs (<i>e.g. might, should, will, must</i>) or adverbs (<i>surely, perhaps</i>).</p> <p>Use verb phrases to create subtle differences (<i>e.g. She began to run/He might have been</i>).</p> <p>Vary the position of a clause within complex sentences.</p> <p>Use a full range of sentence structures.</p> <p>Understand and recognise active and passive voice.</p>	<p>Use pronouns to avoid repetition.</p> <p>Use basic Standard English i.e. agreement between verb and noun, consistency of tense, avoid double negatives.</p> <p>Use devices to build cohesion within a paragraph.</p> <p>Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly).</p> <p>Consistently organise writing into paragraphs.</p>	<p>Use direct and reported speech.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning and avoid ambiguity.</p>	<p>Use personification for mood <i>e.g. The sea whispered against the sand</i></p> <p>Add ed-ing-ly starters</p> <p>Create '3 If' sentences <i>e.g. If you can offer some time, if you are sociable, if you would like to help others, then call today.</i></p> <p>Add embedded adverbials <i>e.g. She banged on the door, shaking with rage, and waited.</i></p> <p>Use rhetorical sentences</p> <p>Use asides to the reader</p> <p>Write in third person omniscient (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)</p> <p>Hide details from the reader</p> <p>Foreshadow events</p> <p>Build tension</p> <p>Use adjectives of taste <i>e.g. bitter</i></p> <p>Use repetition to engage the reader</p> <p>Use contrast within and beyond sentences <i>e.g. Out of the dirty, ramshackle house walked the gleaming silver robot</i></p>

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Year 6

Sentence Structure	Text Structure	Punctuation	Composition
<p>Use more than one subordinate clause successfully in a complex sentence.</p> <p>Sentence construction manipulated and constructed to add meaning and create subtle changes such as the use of speculative and hypothetical language.</p> <p>Use the passive voice to effect the presentation of information in a sentence (<i>e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me'</i>).</p> <p>Expanded noun phrases to convey complicated information concisely (<i>e.g. The fact that it was raining meant it was the end of Sports Day.</i>)</p> <p>Understand the structures typical of both formal and informal speech and the use of the subjunctive in some very formal writing and speech (<i>e.g. If he were to be successful, the matter would be resolved</i>)</p>	<p>Use entirely consistent language linked to the 1st, 2nd and 3rd person.</p> <p>Link ideas across paragraphs using a wide range of cohesive devices:</p> <ul style="list-style-type: none"> • Semantic cohesion – repetition of a word or phrase. • Grammatical connections – i.e. the use of adverbials such as 'on the other hand', 'in contrast to'. • Ellipsis – omission of a word or phrase. <p>Use of layout devices such as headings, subheadings, columns, bullet points or tables to structure text.</p> <p>Paragraphs are coherently organised.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p> <p>Use the perfect form of verbs for effect.</p>	<p>Use a full range of punctuation correctly, matched to genre.</p> <p>Use colons and dashes to mark the boundary between independent clauses (description then details) <i>e.g. It's raining: I'm fed up. Chickens are great pets: they are friendly and entertaining to watch</i> and semi-colons (to contrast) <i>e.g. I like coffee; Jack prefers tea.</i></p> <p>Use of a colon to introduce a list and semi-colons used within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>Recognise how hyphens can be used to avoid ambiguity (<i>e.g. man eating shark versus man-eating shark or recover versus re-cover</i>)</p>	<p>Use symbolism in stories and poetry</p> <p>Use assonance</p> <p>Use consonance</p> <p>Use hyperbole <i>e.g. It is clearly the ultimate in bathroom cleaners.</i></p> <p>Make use of flashbacks</p> <p>Write in third person multiple (several points of view)</p> <p>Establish and maintain a theme <i>e.g. Loneliness</i></p> <p>Use adjectives of smell <i>e.g. acrid</i></p> <p>Create a subtle mood</p>