

**EVERY
CHILD**

Belonging
Nurture
Safety



**EVERY
CHANCE**

Opportunities
Inclusive
Adapt

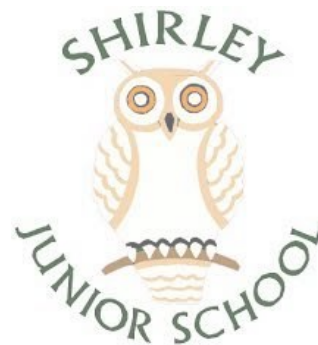


**EVERY
DAY**

Understanding
Consistent
Ambitious



English (Writing) at **Shirley Junior School**



KINDNESS.
RESPECT.
INTEGRITY.

VISION

At Shirley Junior School, all children develop their **reading, writing** and **communication skills** within our english lessons and across all of our curriculum. We believe that being **literate** sets the foundations in all subjects and provides children with the fundamental knowledge to reach their full potential.



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WRITING VISION

Writing at Shirley Junior School brings together the **teaching** and **application** of **writing skills** embedded within a wide range of **purpose and forms** linked to the **contexts** of our foundation lead projects.

Our children are **authors** and through our writing journeys become skilled at planning, writing, editing and publishing a range of forms for different audiences.

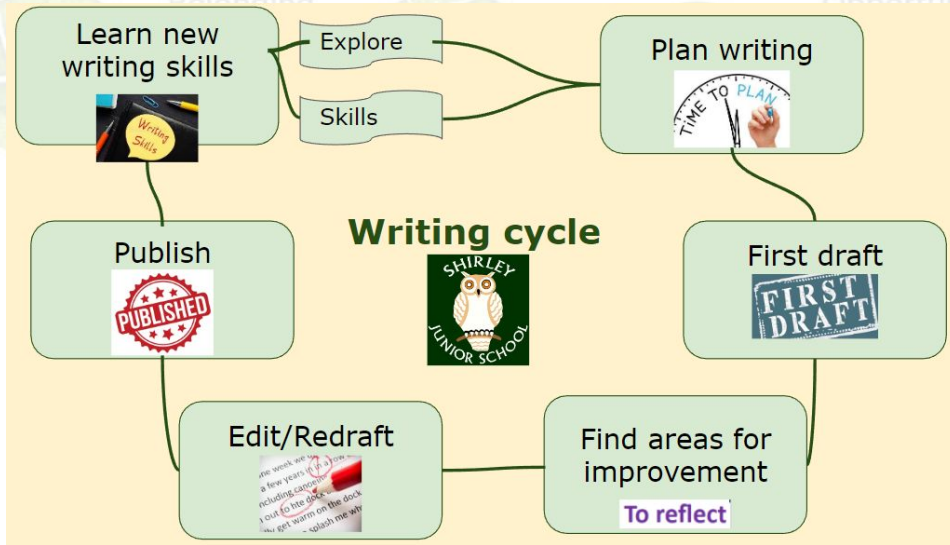


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Lesson sequencing



Explore: opportunity for children to understand purpose and form.

Skills: Teach, teach, teach, apply, apply.
Teach - Lessons to develop specific skill.
Apply - Using high quality modelling, apply the skill in key sections of the purpose, form and context of writing.

Draft/write: Independent application of an entire form of writing.

Edit: Adapt draft to make improvements. Ensure previous skills are included.

Writing journeys are structured into the four sections. Each section has a clear focus and allows our children to develop both their understanding of purpose and form as well as developing their skills as an author.

Explore lessons and the introduction of new skills in the first teach lesson are predominately discussion based and allow our children to use practical resources whilst exposing them to a wide range of examples for writing.

Purpose and form

Form	3	4	5	6
Fiction First person narrative.	Recount from own personal experiences. Beginning to use paragraphs correctly for change of person, place or time.	Diaries written from the perspective of a fictional character. Use paragraphs correctly for change of person, place or time.	Diaries written from the perspective of a character in non-chronological order with fictional character development. - Boy At The Back Of The Classroom Consistent and correct use of tense.	Extended first person narrative with developed backstories of fictional and own characters - Secret Spittires Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.
Fiction Third person narrative.	Simple narrative structures which follow existing plots taken from high quality texts. - A portal story which moves between settings - Stories based upon traditional tales. Beginning to use paragraphs correctly for change of person, place or time.	Narratives which contain more complex plot structures inspired by high quality texts. - Creation of own settings using historical knowledge. - Creation of own characters. Use paragraphs correctly for change of person, place or time.	Narratives which contain flashbacks with detailed descriptions and imagery. - A Kingdom United - Creation of own characters and backstories using historical knowledge and high quality fiction. - Creation of own plot structures inspired by texts and contexts. Consistent and correct use of tense and creation of atmosphere.	Narratives which successfully weave together the three elements of plot, character and setting and which develop atmosphere - Wolves - Creation of own character, settings and plot. - Use of writing techniques to create mood and tension. Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.
Non-Fiction Information pages	Factual sentence structures. Beginning to group similar information under simple organisational devices such as subheadings linked to different topics.	Factual sentence structures grouped together accurately under subheadings and linked to different topics. Inclusion of captions for diagrams and images.	Writing an introductory paragraph. Cohesion within paragraphs. - Space Roamers Inclusion of bullet points and other organisational devices. Consistent and correct use of tense.	Cohesion within and across paragraphs. Appropriate use of language to inform - Wolves Inclusion of a wide range of organisational devices. Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.
Non-Fiction Letters	The structure of letters written to inform and to review. Beginning to use paragraphs correctly for change of person, place or time.	Applied writing in projects - Roman Invasion Use paragraphs correctly for change of person, place or time.	Applied writing in projects. - Boy At The Back Of The Classroom, No Planet B, PSHE (Bullying) Consistent and correct use of tense.	Applied writing in projects - The Race for Equality . Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.
Non-Fiction Instructions	The structure and specific language features of instructions for recipes and other tasks.	Applied writing in projects - Rags to Riches	Applied writing in projects. - CSI, All the Fun at the Fair, RE, PSHE (Money) Consistent and correct use of tense.	Applied writing in projects - A fair Winter for All .
Non-Fiction Persuasive texts	The language of persuasion applied in speeches and blogs. Use paragraphs correctly for change of person, place or time.	The language of persuasion applied in speeches and blogs. Use paragraphs correctly for change of person, place or time.	Applied writing in projects. - Wild Boy, All the Fun at the Fair, No Planet B Consistent and correct use of tense.	Applied writing in projects. - A fair winter for All . Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.
Non-Fiction Playscripts	The structure and punctuation used within playscripts to entertain and inform.	The structure and punctuation used within playscripts to entertain and inform.	Applied writing in projects. - A Kingdom United (battles invasion), PSHE (Drugs, friendships)	Applied writing in projects - Wolves .
Non-Fiction Biography			Information grouped chronologically to inform and entertain. - There's No Planet B Consistent and correct use of tense.	Applied writing in projects - The Race for Equality . Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.
Non-Fiction			Structures and features of reports including direct and indirect speech. Consistent and correct use of tense. - CSI, Power of Water	Applied writing in projects - A Fair Winter for All . Consistent and correct use of tense within paragraphs which link ideas through a range of techniques.

Purpose and forms have been allocated to specific year groups to ensure our children can master different purposes and forms throughout their time at Shirley Junior School. This prepares our children for the writing demands for end of Key Stage 2 assessments and Key Stage 3 learning.

Narratives and non-fiction texts are studied in each group with specific elements of the form built up over the year groups.

Writing Skills

Skill	3	4	5	6
Sentence formation	<p>Master composing simple and compound sentences using coordinating and subordinating conjunctions without chaining and with accurate punctuation.</p> <p>Write sentences which express time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Begin to use a range of sentence openers.</p>	<p>Compose fronted adverbial sentences for place, time and manner.</p> <p>Uses a range of sentence openers.</p>	<p>Compose relative clauses beginning with who, which, where, when, whose and that.</p> <p>Uses a wide range of sentence openers.</p>	<p>Include a range of sentence types across a piece of writing for effect.</p>
Vocabulary and grammar	<p>Use the present perfect form of verbs.</p> <p>Use A and an accurately.</p>	<p>Noun phrases expanded by modifying adjectives, nouns and prepositional phrases.</p> <p>Standard English verb forms.</p> <p>Use the progressive and present perfect verb formation.</p>	<p>Degrees of possibility using adverbs and modal verbs.</p> <p>Selection of vocabulary to engage and impact the reader.</p> <p>Uses similes, metaphors or personification to create effects.</p>	<p>The difference between vocabulary of informal and formal speech and writing.</p> <p>Passive voice.</p>
Paragraphing and Cohesion	<p>Begin to organise paragraphs around a theme.</p>	<p>Organise paragraphs around a theme mostly correctly and consistently.</p> <p>Appropriate use of nouns and pronouns within and across sentences for clarity and to avoid repetition.</p>	<p>Use adverbials of time and place within paragraphs.</p>	<p>Use a range of cohesive devices within and across paragraphs.</p> <p>Appropriate use of nouns, pronouns and synonyms within and across whole texts.</p>
Speech	<p>Introduction to speech punctuation (inverted commas) for direct speech.</p>	<p>Use inverted commas for direct speech.</p> <p>Use capital letters and other punctuation within inverted commas.</p>	<p>New speaker, new line.</p> <p>Inclusion of purposeful dialogue within fiction with a variation of formality.</p>	<p>Include speech which conveys character and advances the action.</p>
Punctuation	<p>Develop a reasonable degree of accuracy when using apostrophes to mark missing letters in contractions and for possession.</p> <p>Use sentence punctuation: capital letters, question marks and exclamation marks mostly correctly.</p>	<p>Apostrophes to mark plural possession in regular and irregular plurals.</p> <p>Use commas after fronted adverbials.</p>	<p>Use commas, brackets and dashes to indicate parenthesis.</p> <p>Use commas to clarify meaning and avoid ambiguity.</p>	<p>Use semi-colons, colons and dashes to mark the boundary between clauses.</p> <p>Use of colons and semicolons within lists.</p> <p>How hyphens can be used to avoid ambiguity.</p>

Skills teaching has been assigned to each year group using Appendix 2 of the National Curriculum.



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Writing Skills

Handwriting	Developing control of joined handwriting so writing is uniform and on the line. Focus on individual joins between letter groups.	Joined and legible handwriting. Focus on individual joins and upper and lower case letters.	Write legibly with fluency and increasing speed. Focus on height and length of ascenders and descenders.	Write legibly with fluency and increasing speed in own developed handwriting style.
Planning	A variety of scaffolded planning formats for different forms of writing.	A variety of scaffolded planning formats for different forms of writing.	High quality modelling of planning without scaffolding, drawing upon previous planning in year 3 and 4.	Independent planning suited to writing form or purpose, drawing upon structures scaffolded and modelled in year 3, 4 and 5.
Editing - Three part editing process.	Focus on 2nd edit - editing for sense of sentences and missing words.	Focus on 2nd and 3rd edit - editing for accurate spelling and punctuation.	Focus on 2nd and 3rd edit - editing for accurate spelling and punctuation. Introduction of 1st edit, making adaptations and improvements for the reader.	Re-drafting entire paragraphs and sections to ensure writing purpose and form is maintained throughout and includes a wide range of writing skills.
Spelling	Spell high frequency words and common exception words mostly correctly. Spell unknown words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology. Spell year 3 curriculum words correctly.	Spell high frequency words, common exception words and curriculum words from the ¼ spelling list mostly correctly. Spell correctly common homophones. Adapts root words correctly when adding prefixes and suffixes.	Spell high frequency words, common exception words and curriculum words from the ¼ spelling list mostly correctly. Spell year 5 curriculum words correctly. Spell mostly correctly homophones and near homophones. Spell verb prefixes correctly and can convert nouns and adjectives into verbs using suffixes.	Spell high frequency words, common exception words and curriculum words from the ¼ and ½ spelling list mostly correctly. Spell correctly homophones and near homophones. Use a dictionary to check the spelling of uncommon and more ambitious vocabulary.

Year groups build up writing skills throughout the year to ensure children are continually developing as authors.



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Year groups teach grammar and punctuation in both their writing journeys and through stand alone lessons.

Skill	3	4	5	6
Grammatical terms/word classes	<p>Revise: Nouns, adjectives, verbs, noun phrases, adverbs.</p> <p>Teach: Prepositions, conjunctions.</p>	<p>Revise: Nouns, adjectives, verbs, noun phrases, adverbs, prepositions, conjunctions.</p> <p>Teach: Determiner, pronoun, possessive pronoun.</p>	<p>Revise: Nouns, adjectives, verbs, noun phrases, adverbs, prepositions, conjunctions. Determiner, pronoun, possessive pronoun.</p> <p>Teach: Modal verb, relative pronoun,</p>	<p>Revise: Nouns, adjectives, verbs, noun phrases, adverbs, prepositions, conjunctions. Determiner, pronoun, possessive pronoun, modal verb, relative pronoun,</p> <p>Teach:</p>
Sentence	<p>Revise: Statement, question, exclamation, command. Simple and compound sentences.</p> <p>Teach: Subordinate clauses within sentences.</p>	<p>Revise: Subordinate clauses within sentences.</p> <p>Teach: Adverbial phrases within sentences.</p>	<p>Revise: Adverbial phrases within sentences.</p> <p>Teach: Relative clauses beginning with who, which, where, when, whose and that.</p>	<p>Revise: Relative clauses beginning with who, which, where, when, whose and that. Adverbial phrases within sentences. Subordinate clauses within sentences. Statement, question, exclamation, command. Simple and compound sentences.</p> <p>Teach: Active and passive voice. Subject and object.</p>
Verb forms and tense	<p>Revise: Past and present tense.</p> <p>Teach: Present perfect</p>	<p>Revise: Present perfect.</p> <p>Teach: Progressive verb formation.</p>	<p>Revise: Progressive verb formation.</p> <p>Teach: Identifying past, present, present perfect and progressive tenses.</p>	<p>Revise: Identifying past, present, present perfect and progressive tenses.</p> <p>Teach: Subjunctive verb forms.</p>
Punctuation	<p>Revise: Capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas in a list. Apostrophes to mark missing letters and possession.</p> <p>Teach: Inverted commas to punctuate direct speech.</p>	<p>Revise: Apostrophes to mark missing letters and possession. Inverted commas to punctuate direct speech.</p> <p>Teach: Capital letters and other punctuation within inverted commas. Apostrophes</p>	<p>Revise: Apostrophes to mark missing letters, possession and plural possession in regular and irregular plurals. Inverted commas to punctuate direct speech. Commas after fronted adverbials.</p> <p>Teach: Use commas, brackets and dashes to indicate parenthesis. Use commas to clarify meaning and avoid ambiguity.</p>	<p>Revise: Apostrophes to mark missing letters, possession and plural possession in regular and irregular plurals. Inverted commas to punctuate direct speech. Commas after fronted adverbials. Use commas, brackets and dashes to indicate parenthesis. Use commas to clarify meaning and avoid ambiguity.</p> <p>Teach: Use semi-colons, colons and dashes to mark the boundary between clauses. Use of colons and semicolons within lists. How hyphens can be used to avoid ambiguity.</p>



Retrieval practice is used to consolidate previous year groups grammar, punctuation and spelling knowledge.

Vocabulary	<p>Revise: Suffix</p> <p>Teach: word families, prefixes, vowel, consonant.</p>	<p>Revise: word families, prefixes, vowel, consonant.</p> <p>Teach: regular and irregular plurals.</p>	<p>Revise: regular and irregular plurals.</p> <p>Teach: cohesion, ambiguity.</p>	<p>Revise: cohesion, ambiguity.</p> <p>Teach: synonym, antonym.</p>
Standard english and formality	<p>Revise: Standard English to turn adjectives into adverbs.</p> <p>Teach: Use A and an accurately.</p>	<p>Revise: Use A and an accurately.</p> <p>Teach: Standard English verb forms.</p>	<p>Revise: Standard English verb forms.</p> <p>Teach: Identify the difference between standard and non-standard English.</p>	<p>Revise: Identify the difference between standard and non-standard English..</p> <p>Teach: Informal and formal..</p>
Spelling	<p>Revise: High frequency words and common exception words.</p> <p>Teach: Year 3 Curriculum words from the year ¼ spelling list.</p> <p>The suffix -ation</p> <p>Prefixes - in, un, dis, mis</p> <p>The z sound spelt y elsewhere than at the end of words</p> <p>The sound spelt ou /u/</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the sound spelt ch (mostly French in origin) /j/</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Homophones and near-homophones</p>	<p>Revise: Homophones and near-homophones.</p> <p>Year 3 Curriculum words from the year ¼ spelling list.</p> <p>Teach: Year 4 Curriculum words from the year ¼ spelling list.</p> <p>The suffix -ous</p> <p>Endings which sound like spelt - Jan/, - tion, -sion, -sion, -cian /</p> <p>The suffix -ly</p> <p>Endings which sound like /ʒan/</p> <p>Words with endings sounding like or /ʒa/ /t a/</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt que (French in origin)</p> <p>Words with the sound spelt ei, eigh, or ey /eɪ/</p>	<p>Revise: Homophones and near-homophones.</p> <p>Words from the ¼ spelling list.</p> <p>Teach: Year 5 Curriculum words from the year 5/6 spelling list.</p> <p>Verb prefixes- dis, de, mis, over, re</p> <p>Nouns or adjectives into verbs using suffixes - ate, ise, ify..</p> <p>Endings which sound like /ʒa/ spelt -cious or -tious</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Homophones and other words that are often confused</p>	<p>Revise: Homophones and near-homophones.</p> <p>Words from the ¼ spelling list and year 5 curriculum words.</p> <p>Teach: Year 6 Curriculum words from the year 5/6 spelling list.</p> <p>Endings which sound like /ʒa/ cial tial</p> <p>Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -er</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>Homophones and other words that are often confused</p>

