

West Bridgford Junior School - Writing Curriculum Map



At West Bridgford Junior School, our aim is to ensure that every child becomes a confident and accomplished writer. We achieve this by organising our curriculum, focusing on the meaning and purpose of writing. The four main purposes of writing are to entertain, to inform, to persuade and to discuss (Years 5 and 6). Children learn the skills required for these different purposes with a focus on high quality outcomes. To make sure our curriculum is rich and meaningful to our children, we often link our learning to wider areas of the curriculum and different subjects. We believe writing should be exciting, relevant and creative. To ensure this, we begin our units with an engaging hook, progressing in skills to an authentic outcome. On this journey, children will learn from high quality texts and excellent examples; will learn to select the appropriate tools for the task; learn to edit and improve their work and publish their work in a variety of ways. Whilst most skills are taught within units, some are taught and revisited at the beginning of each lesson to consolidate learning and develop fluency in core skills. During the children’s time at our school, we aim to shape them into confident writers, editors and publishers and give them the skills they need for their future.

	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>Use capital letters, full stops, question marks and exclamation marks.</p> <p>Begin to understand how to use inverted commas to show direct speech.</p> <p>Use commas for lists and to separate lists of adjectives.</p> <p>Use apostrophes for possession.</p>	<p>Use capital letters, full stops, question marks and exclamation marks accurately.</p> <p>Punctuate direct speech accurately using inverted commas and other punctuation.</p> <p>Use commas after fronted adverbials, in a list and to separate adjectives.</p> <p>Use apostrophes for possession, mostly accurately.</p>	<p>Use capital letters, full stops, question marks and exclamation marks accurately.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use a colon to introduce a list.</p> <p>Begin to use semi-colons.</p> <p>Use apostrophes for contraction.</p> <p>Use brackets, dashes or commas to add additional information.</p> <p>Use ellipsis to keep the reader hanging on (NB. Used effectively, not at the end of every paragraph).</p>	<p>Use capital letters, full stops, question marks, exclamation marks, commas for lists, inverted commas/other punctuation to indicate direct speech accurately.</p> <p>Use colons, semi-colons, dashes, brackets, hyphens and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

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Grammar & Vocabulary	<p>Begin to use different sentence structures.</p> <p>Use 'a' and 'an' correctly, depending on whether the next word starts with a vowel.</p> <p>Begin to use fronted adverbials to say when/where/how.</p> <p>Use the present, past and future tenses accurately.</p> <p>Use conjunctions to link ideas (e.g. and, but, so, because, or, while, when).</p> <p>Use prepositions (in, on, under, next to, underneath).</p> <p>Use precise adjectives to modify nouns.</p> <p>Use adverbs – how (quickly, slowly), when (yesterday, then, next, afterwards), where (in the park, next to the tree).</p> <p>Use interesting and ambitious words.</p> <p>Use pronouns effectively to avoid repetition of nouns.</p>	<p>Use different sentence structures.</p> <p>Use 'a' and 'an' correctly.</p> <p>Use fronted adverbials to say when/where/how.</p> <p>Write in standard English (e.g. we were not we was/the correct use of what/that).</p> <p>Use conjunctions to link ideas (e.g. and, but, so, because).</p> <p>Use conjunctions to develop ideas (e.g. although, however, nevertheless, despite the fact).</p> <p>Describe nouns in careful detail when writing about a complex object.</p> <p>Attempt grammatically complex sentences.</p> <p>Use interesting and ambitious words.</p> <p>Use nouns, pronouns and tenses accurately and consistently.</p>	<p>Use a wider range of sentence structures.</p> <p>Use relative clauses beginning them with who, which, where, when, whose, that, with appropriate detail.</p> <p>Use the correct tense throughout a piece of writing.</p> <p>Use model verbs.</p> <p>Use a range of conjunctions to develop ideas effectively (firstly, although, however, nevertheless, despite the fact)</p> <p>Use a range of strategies to begin sentences.</p> <p>Use the passive voice for variety and to shift focus.</p> <p>Use expanded noun phrases and fronted adverbials.</p> <p>Use ambitious and imaginative vocabulary precisely.</p>	<p>Use a wider range of sentence structures.</p> <p>Use relative clauses beginning them with who, which, where, when, whose, that, with appropriate detail.</p> <p>Use verb tenses consistently and correctly through writing.</p> <p>Use a range of devices to build cohesion within and across a paragraph: conjunctions, adverbials for time and place, pronouns and synonyms.</p> <p>Use a wide range of ambitious vocabulary accurately and precisely.</p> <p>Sentences are always grammatically correct.</p>

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Composition	<p>Produce work which is organised, imaginative and clear.</p> <p>Use a range of genres appropriately and consistently.</p> <p>Adapt form and style for purpose and audience.</p> <p>Develop and extend ideas logically in sequenced sentences.</p> <p>Structure and organise work clearly.</p> <p>Begin to use paragraphs.</p> <p>Develop characters and describe settings, feeling and/or emotions.</p> <p>Attempt to give opinion, interest or humour through detail.</p> <p>Begin to develop a sense of pace.</p> <p>Use structural features in non-fiction, including sub-headings, bullet points and diagrams.</p> <p>Read aloud writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Write in a lively and coherent style.</p> <p>Use a range of genres confidently and independently.</p> <p>Organise ideas appropriately for both purpose and reader.</p> <p>Use paragraphs, though may not be used accurately.</p> <p>Produce thoughtful and considered writing using simple explanation, opinion, justification and deduction.</p> <p>Select interesting strategies to move a piece of writing forward (e.g. characterisation, dialogue, dialogue with the audience).</p> <p>Advise assertively, although not confrontationally in factual writing.</p> <p>Develop ideas in creative and imaginative ways.</p> <p>Use structural features in non-fiction, including sub-headings, bullet points and diagrams.</p> <p>Read aloud writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Produce well-structured and organised writing using a range of conventions in layout.</p> <p>Use appropriately informal and formal styles with confidence.</p> <p>Select the correct genre for audience and purpose and use it accurately.</p> <p>Use paragraphs consistently and appropriately.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, suspense, prediction).</p> <p>Use a range of narrative techniques with confidence, interweaving elements when appropriate (e.g. action, dialogue, formal and informal style, observation, suspense).</p> <p>Varies length and word order confidently to sustain interest.</p> <p>Use structural features in non-fiction, including sub-headings, bullet points and diagrams.</p> <p>Use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect).</p> <p>Interweaves implicit and explicit links between sections.</p> <p>Shows confident and established 'voice'.</p> <p>Read aloud writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Open and close writing in interesting, unusual or dramatic ways, when appropriate.</p> <p>Use clauses confidently and appropriately for audience and purpose.</p> <p>Use implicit links within a text (e.g. referring back to a point made earlier or forward to more information and detail to come).</p> <p>Use a range of techniques to interact or show awareness of the audience (e.g. action, dialogue, suspense, tension).</p> <p>Write with maturity, confidence and imagination.</p> <p>Adapt writing to the full range of purposes, always showing an awareness of audience and purpose.</p> <p>Consciously vary levels of formality according to purpose and audience.</p> <p>Sustain a convincing viewpoint throughout a piece of writing.</p> <p>Use stylistic features to create effect within the text (e.g. rhetorical questions, repetition, figurative language, passive voice, alliteration).</p> <p>Use structural features in non-fiction, including sub-headings, bullet points and diagrams.</p> <p>Use creative and varied sentence structures when appropriate, intermingling with simple structures for effect.</p> <p>Use pertinent and precise detail as appropriate.</p> <p>Read aloud writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

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	Year 3	Year 4	Year 5	Year 6
Handwriting	Write neatly, legibly and accurately, using mainly a joined style.	Write neatly, legibly and accurately, using mainly a joined style.	Write neatly, legibly and accurately in a flowing, joined style. Adapt handwriting for a range of tasks and purposes, including for effect.	Write neatly, legibly, accurately and fluently in a joined style. Vary font for effect or emphasis when appropriate (print, italics or capitalisation).
Spelling	<p>Spell some of the words correctly from the Year 3/ Year 4 spelling list.</p> <p>Spell most of the high frequency words correctly.</p> <p>Use the first three or four letters of a word to find it in a dictionary.</p> <p>Segment spoken words into phonemes.</p> <p>Spell the first set of homophones (there, they're, their).</p> <p>Use the prefixes, mis-, dis-, im-, re-.</p> <p>Begin to use a dictionary to check spellings.</p>	<p>Spell almost all words correctly from the Year 3/Year 4 spelling lists.</p> <p>Spell almost all of the high frequency words correctly.</p> <p>Use the first three or four letters of a word to find it in a dictionary.</p> <p>Use the suffixes -ly, -ation, -ous.</p> <p>Use the prefixes anti-, auto-, re-, de-, un-, dis.</p> <p>Begin to use a dictionary to check spellings.</p>	<p>Spell almost all words correctly from the Year 3/Year 4 spelling lists.</p> <p>Spell some words correctly from the Year 5/Year 6 spelling list.</p> <p>Use the first three or four letters of a word to find it in a dictionary.</p> <p>Use words and word parts to help them spell new words.</p> <p>Add some prefixes and suffixes accurately.</p> <p>Use singular and plural words accurately.</p> <p>Use a dictionary to check spellings.</p>	<p>Correctly spell most words from the Year 3/Year 4 spelling lists.</p> <p>Correctly spell most words from the Year 5/Year 6 spelling lists.</p>