



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 1 & 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, grammar and punctuation	Word	<p>Use plural noun suffixes.</p> <p>Add suffixes to verbs.</p> <p>Use the prefix -un.</p> <p>Form nouns using suffixes such as -ness, -er and by compounding.</p> <p>Form adjectives using suffixes such as -ful and -ness.</p> <p>Use the suffixes -er, -est and -ly in adjectives and adverbs.</p>	<p>Form nouns using a range of prefixes (e.g. super-, anti, auto-)</p> <p>Use 'a' and 'an' correctly according to whether the next word begins with a consonant or a vowel.</p> <p>Understand how words are related to one another in word families based on common words. (e.g. solve, solution, insoluble).</p>	<p>Know the grammatical difference between plural and possessive -s.</p> <p>Understand the difference between Standard English forms for verb inflections instead of local forms (e.g. we was instead of we were, I did instead of I done)</p>	<p>Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>Use verb prefixes (e.g. dis-, de-, mis-, over-, re-)</p>	<p>Understand the difference between vocabulary typical of informal speech and formal speech and writing (e.g. find out – discover; go in - enter).</p>

West Bridgford Junior School - Writing Curriculum Map



		Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation	Sentence	<p>Join clauses using coordinating conjunctions (and, or, but).</p> <p>Join clauses using subordinating conjunctions (when, if, because).</p> <p>Use simple expanded noun phrases.</p>	<p>Continue to use coordinating and subordinating conjunctions from KS1.</p> <p>Express time, place and clause using conjunctions (e.g. when, before, after, while, so, because)</p> <p>Express time, place and clause using adverbs (e.g. then, next, soon, therefore).</p> <p>Express time, place and clause using prepositions (e.g. before, after, during, in, because of).</p>	<p>Continue to use coordinating and subordinating conjunctions.</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair).</p> <p>Fronted adverbials</p>	<p>Write using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Understand the difference between coordinating conjunctions (FANBOYS) and subordinating conjunctions (I SAW A WABUB) and use multi-clause sentences consistently.</p>	<p>Use of the passive.</p> <p>Use structures typical of informal speech and formal speech and writing (e.g. the use of question tags: 'He's your friend, isn't he?' and the subjunctive forms such as 'If I were' or 'Were they to come')</p>

West Bridgford Junior School - Writing Curriculum Map



		Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation	Text	<p>Sequence sentences to form short narratives.</p> <p>Use the correct past and present tense consistently in writing.</p> <p>Use progressive verbs the present and past tense (e.g. she is drumming, she was drumming).</p>	<p>Introduce the idea of paragraphs as a way to group material.</p> <p>Introduce headings and sub-headings to aid presentation.</p> <p>Use of present perfect instead of simple past (e.g. He has gone out to play instead of He went out to play)</p>	<p>Use paragraphs to organise ideas.</p> <p>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>.</p>	<p>Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or using tense choice (e.g. he <i>had</i> seen her before).</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, (in contrast or as a consequence) and ellipsis.</p> <p>Use a variety of layout devices (e.g. headings, sub-headings, columns, bullets or tables to structure text).</p>

West Bridgford Junior School - Writing Curriculum Map



		Years 1 & 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation	Punctuation	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and the personal pronoun 'I'.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing.</p> <p>Use apostrophes to mark singular possession in nouns.</p>	<p>Continue to use Years 1 and 2 punctuation accurately.</p> <p>Begin to understand how to use inverted commas to show direct speech.</p>	<p>Continue to use Years 1,2 and 3 punctuation accurately.</p> <p>Punctuate direct speech accurately using inverted commas and other punctuation.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas in subordinating clauses (conjunction at the beginning of the sentence)</p> <p>Use apostrophes for plural possession.</p>	<p>Continue to use Years 1,2,3 and 4 punctuation accurately.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Continue to use Years 1,2,3,4 and 5 punctuation accurately.</p> <p>Use a semi-colon, a colon or a dash to mark the boundary between independent clauses.</p> <p>Use colons to introduce a list.</p> <p>Use a colon to explain e.g. She was trapped: the shop had tricked her into touching it.</p> <p>Use a colon to add detail. e.g. I was exhausted: I hadn't slept in 2 days.</p> <p>Use a colon to emphasise a point. e.g. There was only one word to describe the scenery: stunning.</p> <p>Use semi-colons within a list.</p> <p>Use a semi-colon for contrast.</p> <p>Use bullet points to list.</p> <p>Use hyphens to avoid ambiguity.</p>

West Bridgford Junior School - Writing Curriculum Map



		Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation	Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or speech marks)	determiner pronoun, possessive pronoun adverbial .	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points



West Bridgford Junior School - Writing Curriculum Map

	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it writing down ideas and/or key words, including new vocabulary re-reading what they have written to check it makes sense evaluating their writing with the teacher and other pupils proof-reading to check for errors Discuss what they have written with the teacher or pupils Read aloud their writing clear enough to be heard by their peers and the teacher with appropriate intonation Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</p>	<p>Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure organising paragraphs around a theme in narratives, creating settings, character and plot in on-narrative material, using simple organisational devices (e.g. headings and sub-headings)</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Plan writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure organising paragraphs around a theme in narratives, creating settings, character and plot in non-narrative material, using simple organisational devices (e.g. headings and sub-headings)</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Plan writing by: identifying the audience for and purpose of the writing, selecting the appropriate from and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and guide the reader (for example headings, bullet points, underlining)</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Plan writing by: identifying the audience for and purpose of the writing, selecting the appropriate from and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and guide the reader (for example headings, bullet points, underlining)</p> <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>

West Bridgford Junior School - Writing Curriculum Map



	Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Composition (Oxford Criterion Scale)	<p>Retell known stories in writing.</p> <p>Produce their own ideas for writing (not a retelling).</p> <p>Produce a paragraph or more of developed ideas independently that can be read without help from the child</p> <p>Communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length.</p> <p>Write in three or more text forms with reasonable accuracy.</p> <p>Provide enough detail to interest the reader (e.g. is beginning to provide additional information or description beyond a simple list).</p> <p>Vary the structure of sentences to interest the reader (e.g. questions, direct speech or opening with a subordinate clause, etc.).</p> <p>Use interesting and ambitious words.</p> <p>Sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least – staying on task).</p> <p>Match organization to purpose.</p> <p>Make their writing lively and interesting.</p> <p>Can link ideas and events, using strategies to create 'flow'</p> <p>Can use adjectives and descriptive phrases for detail and emphasis</p>	<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 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>Develop and extend ideas logically in sequenced sentences.</p> <p>Structure and organise work clearly.</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>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>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 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 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>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 creative and varied sentence structures when appropriate, intermingling with simple structures for effect.</p> <p>Use pertinent and precise detail as appropriate.</p>

West Bridgford Junior School - Writing Curriculum Map



		Year 1 & 2	Year 3	Year 4	Year 5	Year 6
Transcription	Handwriting	Form lower case, capital letters and digits of the correct size.	Use the diagonal and horizontal strokes needed to join letters.	Use the diagonal and horizontal strokes needed to join letters.	Decide whether or not to join some adjacent letters.	Decide whether or not to join some adjacent letters.
		Start using horizontal and diagonal strokes to join.	Understand which letters are best left unjoined.	Understand which letters are best left unjoined.	Choose writing implement best suited for a task.	Choose writing implement best suited for a task.
		Use spacing between words.	Increase legibility, consistency and quality of handwriting.	Increase legibility, consistency and quality of handwriting.	Be clear about what handwriting style is suitable for which task (e.g. quick notes, labelled diagram, published work).	Be clear about what handwriting style is suitable for which task (e.g. quick notes, labelled diagram, published work).

West Bridgford Junior School - Writing Curriculum Map



Transcription	Spelling	<p>Spell common exception words.</p> <p>Spell plural nouns.</p> <p>Spell words with contracted forms.</p> <p>Distinguish between homophones and near homophones.</p> <p>Use prefixes and suffixes to spell longer words.</p>	<p>Spell words accurately in line with Spelling Shed Scheme of Learning:</p> <p>Digraph 'ou' making /ow/ and /u/ sound Digraph 'ch' making a /k/ sound Digraph 'sc' making a /s/ sound Digraph 'ey' making /ai/ sound Words with digraph 'ei' and tetragraph 'eigh' 'y' making /i/ sound</p> <p>Words with suffix – ly</p> <p>Words with the prefix re-, -dis-, mis-</p> <p>Words ending in -sion, -sure, -ture, -al, -le, -gue, que</p> <p>Adding -ing, -er, -en and -ed to multisyllabic words</p> <p>Homophones</p> <p>Spell words that are often misspelt.</p>	<p>Spell words accurately in line with Spelling Shed Scheme of Learning:</p> <p>Words with prefixes -in, -il, -im, -ir, -sub, -inter, -super, -anti, -auto, -bi</p> <p>Words ending in -ation, -tion, -ssion, -cian, -sion, -ous, -ious, -eous, -ly, -lly</p> <p>Digraph 'ch' making a /sh/ sound Digraph 'au' making /or/ sound</p> <p>Words with 'c' before 'i' and 'e'</p> <p>Words containing 'sol', 'real', 'phon' and 'sign'</p> <p>Plurals with possessive apostrophes</p> <p>Further homophones and near homophones</p> <p>Begin to use a dictionary to check spellings, using the first three or four letters of the word.</p>	<p>Spell words accurately in line with Spelling Shed Scheme of Learning:</p> <p>Words ending in -tious, -ious, -cious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -able, -ible, -ably, -ibly</p> <p>Words with suffixes where base word ends in – fer</p> <p>Words with silent first letters</p> <p>Words with 'ie' after 'c'</p> <p>Digraph 'ei' making /ee/ sound Tetragraph 'ough'</p> <p>Words that are adverbs of time, possibility and frequency</p> <p>Further homophones and near homophones</p> <p>Words with hyphens</p> <p>Use knowledge of morphology and etymology.</p> <p>Use a thesaurus.</p>	<p>Spell words accurately in line with Spelling Shed Scheme of Learning:</p> <p>'y' making /i/ sound 'y' making /igh/ sound</p> <p>Digraphs 'ou' and 'ow' making /oa/ sound Digraph 'ce' making 'soft c' sound Digraph 'ph' making /f/ sound Tetragraph 'tial' making /shul/ sound</p> <p>Words with prefixes -over, -dis, -un, -over, -im</p> <p>Words with suffixes -ful, -ably, -ible, -ibly, -ent, -ence</p> <p>Words beginning with acc-</p> <p>Words ending in -er, -or, -ar</p> <p>Adverbs ending in -ly</p> <p>Words with origins in other countries and languages</p> <p>Words with unstressed vowel sounds</p> <p>Spell words with silent letters.</p> <p>Continue to distinguish between homophones which are confused.</p> <p>Use knowledge of morphology and etymology.</p> <p>Use a thesaurus.</p>
---------------	----------	--	--	---	--	---



West Bridgford Junior School - Writing Curriculum Map

	Year 3	Year 4	Year 5	Year 6
WBJS Sentences	<p><u>Compound Sentence (BOYS)</u> John wrote a brilliant ghost story, but his little brother was too frightened to read it. Fireworks could be dangerous, so the children stood well back. Rule: comma before but, or, yet, so</p> <p><u>When and because (subordinating conjunctions)</u> I hurt myself when I tripped over. I sat down because my feet hurt.</p> <p><u>List Sentences</u> It was a dark, long, leafy lane. It was a cold, wet, miserable and misty morning Rule: 3 or 4 adjectives before the noun. Use and between final 2 adjectives when using 4.</p> <p><u>Short and Powerful</u> She froze! Her mouth fell open. Rule: 2 short sentences for dramatic effect. Exclamation mark may be used.</p> <p><u>-ly Starter</u> Slowly, the mermaids began to sing. Rule: -ly word followed by a comma.</p> <p><u>Simile</u> The huge, green monster chased after the children like a tornado Rule: a simile creates a picture in the reader's mind. It compares one thing with another using... like a ...and ...as a....</p>	<p><u>-ing, -ly, or -ed starter</u> Desperately, the driver reached for the shell on the river bed. Staring, the boy looked at the pile of equipment. Horrified, Beowulf looked at Grendel the monster. Rule: comma after the first word.</p> <p><u>Personification (of weather)</u> The wind stroked the space shuttle gently before lifting off. Norman was beaten by the hail. Rule: A type of weather (wind, rain, sun, hail etc) is given a human mood.</p> <p><u>2 Pairs Adjectives</u> Exhausted and worried, cold and hungry, they did not know how much further they had to go. Rule: Begins with 2 pairs of related adjectives. Each pair is: -followed by a comma -separated by <i>and</i></p> <p><u>Emotion word, (comma)</u> Desperate, she screamed for help. Terrified, he froze instantly to the spot. Rule: Emotion first followed by the actions that are caused by that emotion. Putting the word first gives more weight to the emotion. When teaching, produce an A-Z list of emotions that children could use.</p> <p><u>Double ly ending</u> She walked slowly and sadly. Rule the sentence must end in two adverbs which add detail to, and describe how the verb within the sentence is being carried out.</p>	<p><u>3 -ed</u> Confused, shocked, scared, the children ran from the burning building. Rule: A 3 -ed sentence starts with three adjectives that end in -ed and describe emotions. The -ed words must be followed by commas.</p> <p><u>2 Adjective</u> There was a crunching, icy sound below her warm, padded boots. Rule: 2 adjectives before the first noun and 2 adjectives before the second noun.</p> <p><u>3 bad – (dash) question?</u> Greed, jealousy, hatred – which of these is most evil? Cold, dark, airlessness – which would kill the spaceman first? Rule: 3 negative adjectives followed by a dash then a question which relates to the 3 adjectives.</p> <p><u>Verb, person</u> Running, Sarah almost tripped over her feet. Tiptoeing, he tried to sneak across the landing without waking anybody up. Rule: A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun, followed by the rest of the sentence.</p> <p><u>Ad, same ad</u> He was a fast runner, fast because he needed to be. It was a cold planet, cold due to the distance from the sun. Rule: Same adjective used twice. The second adjective is repeated straight after a comma.</p>	<p><u>The more, the more</u> The more Alma saw of the doll, the more she wanted to hold it in her hands. Rule: 2 linked clauses both starting with 'the more' and separated by a comma.</p> <p><u>Outside. (Inside.)</u> Kate ate the cake that was given to her with enthusiasm and delight. (Inside however she wished she had turned down the offer.) She smiled at the cheeky little boy. (At the same time she was hurt by his tricks.) Rule: Made up of 2 related sentences. The first sentence tells the reader a character's outward action and the second (which is in brackets) reveals their true feelings.</p> <p><u>Imagine 3 examples</u> Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet. Rule: Sentence begins with -the word 'imagine' -then describes three parts of something -the first two parts are separated by commas -the third ends with a colon</p> <p><u>Irony</u> Our 'luxury' hotel turned out to be a farm outbuilding. The 'trip of our dreams' was, in fact, our worst nightmare. Rule: An irony sentence deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.</p>

West Bridgford Junior School - Writing Curriculum Map

