



St Mary's Catholic Junior School

"I can do all things through Christ who strengthens me" Philippians 4:13



English Writing Curriculum Document

INTENT

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 language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- 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

Year 3

Year 4

Year 5

Year 6

Phonics/ Spelling

Use further prefixes dis_, mis_, re_, and suffixes _ly, _ous, and understand how to add them.
Add suffixes beginning with vowel letters to words of more than one syllable.
Spell homophones and near homophones.
Spell words containing the /ʌ/ sound spelt ou, e.g. young, touch, double
Spell words with endings sounding like /ʒə/ e.g. treasure, enclosure, pleasure.
Spell words with endings sounding like or /tʃə/, e.g. creature, furniture, adventure.

Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-.
Use further suffixes, e.g. -ation, -tion, -ssion, -cian.
Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.
Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus.
Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.
Identify and spell words ending with the /g/ sound spelt -gue and

Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.
Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.
Recognise and spell words ending in -able and -ible.
Recognise and spell words ending in -ably and -ibly.
Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.
Recognise and spell words containing the letter-string ough.
To recognise and spell the suffixes -al, -ary, -ic.

Identify and use semi-colons within lists.
Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.
Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out - discover, ask for - request, go in - enter.
Explore, collect and use question tags typical of informal speech and writing e.g. "He's your friend, isn't he?" Explore, collect and use

	<p>Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey</p> <p>Identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought</p> <p>Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es</p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</p>	<p>the /k/ sound spelt – que (French in origin), e.g. tongue, antique.</p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.</p> <p>Understand how diminutives are formed using e.g. suffix - ette and prefix mini-.</p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb).</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Explore and use the possessive apostrophe, e.g. boy’s books (books belonging to a boy) and boys’ books (books belonging to more than one boy). Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</p>	<p>To spell further suffixes, e.g. ll in full becoming l.</p> <p>Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn.</p> <p>To spell unstressed vowels in polysyllabic words.</p> <p>Develop self-checking and proof reading strategies.</p> <p>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.</p>	<p>subjunctive forms for formal speech and writing e.g. If I were able to come to your party, I would; The school requires that all pupils be honest.</p>
<p>Grammar, Vocabulary and Punctuation</p>	<p>Identify clauses in sentences.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although,</p>	<p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Create sentences with fronted adverbials for when e.g. As the</p>	<p>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the</p>	<p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing</p>

	<p>while, since, until, before, after, so.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</p> <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.</p> <p>Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.</p> <p>Explore and collect nouns with prefixes super, anti, auto.</p>	<p>clock struck twelve, the soldiers sprang into action.</p> <p>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."</p> <p>Identify, select and effectively use pronouns.</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.</p> <p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.</p> <p>Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</p> <p>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>	<p>house which stood on the top of the hill.</p> <p>Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.</p> <p>Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.</p> <p>Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</p> <p>Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</p> <p>Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</p>	<p>view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.</p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Use repetition of a word or phrase to link ideas between paragraphs.</p> <p>Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</p> <p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken.</p> <p>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present</p>
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			<p>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</p> <p>Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</p> <p>Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</p> <p>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</p> <p>Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</p> <p>Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</p> <p>Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-</p>	<p>perfect); I will have eaten lunch by then (future perfect). Punctuate bullet points consistently.</p> <p>Identify and use colons to introduce a list.</p>
<p>Planning</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p>	<p>Identify the audience and purpose.</p> <p>Select the appropriate language and structures.</p> <p>Use similar writing models.</p> <p>Note and develop ideas.</p>	<p>Identify audience and purpose.</p> <p>Choose appropriate text-form and type for all writing.</p> <p>Select the appropriate structure, vocabulary and grammar.</p>

	<p>narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up</p>	<p>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</p>	<p>Draw on reading and research. Think how authors develop characters and settings (in books, films and performances).</p>	<p>Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.</p>
<p>Drafting</p>	<p>Create and develop settings for narrative.</p> <p>Create and develop characters for narrative.</p> <p>Improvise, create and write dialogue.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.</p> <p>Use different sentence structures.</p> <p>Group related material into paragraphs.</p> <p>Use headings and sub headings to organise information.</p>	<p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p> <p>Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration.</p> <p>Use different sentence structures</p> <p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p>	<p>Select appropriate structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Use different sentence structures with increasing control.</p> <p>Use devices to build cohesion.</p> <p>Use organisation and presentational devices e.g. underlining, bullet points, headings.</p>	<p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</p> <p>Consciously control the use of different sentence structures for effect.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>

				<p>Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts.</p> <p>Combine text-types to create hybrid texts e.g. persuasive speech.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, subheadings, columns, bullet points, tables.</p> <p>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p> <p>Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.</p> <p>Précis longer passages.</p>
<p>Evaluating and Editing</p>	<p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p>	<p>Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>Suggest changes to grammar, vocabulary and punctuation to</p>	<p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects</p>

	Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.	Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation	enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. □ Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors.	and clarify meaning. Proofread for grammatical, spelling and punctuation errors.
Performing	Use appropriate intonation, tone and volume to present their writing to a group or class.	Use appropriate intonation, tone and volume to present their writing to a range of audiences.	Use appropriate intonation and volume. Add movement. Ensure meaning is clear.	Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.
Handwriting	Form and use the four basic handwriting joins. Write legibly.	Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	As above and: Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.	Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters .