

## St. James' Progression in Writing

### Intent

We believe that all children are empowered in life when they can communicate well. We want the children of St James' to become unique and ambitious writers. We will provide them with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them both now and in the future.

Like composing a piece of music, children need to understand and identify the 'notes' or components in order to be able to put them together creatively to produce a piece that will impact on their audience in just the way they intend. To facilitate this, we believe that establishing early key writing habits and fundamentals is essential.

All children in St. James' will become writers and will:

- Be motivated, resilient, and resourceful.
- Develop their own individual creativity in their writing.
- Understand writing for a purpose and audience.
- Be secure in spelling, punctuation, and grammar, enabling free and confident writing.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Learn to use a cursive script designed to promote fluent and neat writing

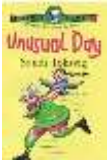


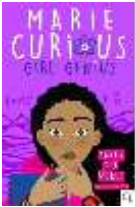



### Implementation


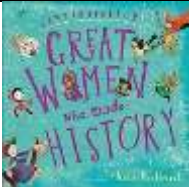






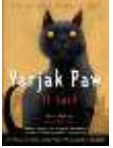
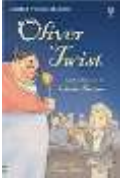
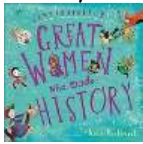
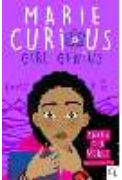


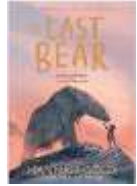


Independent writing opportunities should be given **at least twice a term (x12 per year)**, preferably more if possible. These opportunities can be

- To assess skills prior to starting a new unit or genre
- To demonstrate the learning and progress from a completed unit

- To provide a purpose for writing related to specific learning
- To allow for freedom and creativity in writing

### St. James' Progression in Writing

Year 3	Autumn 1 - Anglo Saxons -	Autumn 2 - Railway Revolution	Spring 1 - Food around the world	Spring 2 - Empire	Summer 1 - Journey to the North	Summer 2 - Ready for Rocks and Rivers
<p>Progression of core texts: Suggested Texts</p>	<p>Unusual Day - Sandi Toksvig</p>  <p>Varjak Paw</p>  <p>Beowulf - Michael Morpurgo</p>	<p>The iron Man - Ted Hughes</p>  <p>Horrible Histories</p>  <p>Great Women who worked Wonders ( or a different book in this series)</p>	<p>Marie Curious</p>  <p>Yasmin the Chef</p>  <p>Stars with Flaming Tails – poetry Valerie Bloom</p>	<p>Escape from Pompeii</p>  <p>The boy who Grew Dragons</p> 	<p>Here I am by Patti Kim – Picture book</p>  <p>The Suitcase by Chris Ballesteros</p>  <p>The Last Bear – Hannah Gold</p>	 <p>Oliver and the Seawigs - Philip Reeve</p>

		 <p>Little People, Big Dreams selection</p> 				<p>The Bee is not afraid of me - Poetry anthology</p>   <p>The Rhythm of the rain - poetry</p>  <p>The street beneath my feet</p>			
<p>Progression of core texts. Chosen Text:</p>	<p>Varjak Paw</p> 	<p>Oliver Twist</p> 	<p>Great Women who made History.</p> 	<p>Marie Curious Girl Genius</p> 	<p>The boy who Grew Dragons</p> 	<p>Escape from Pompeii</p> 	<p>The Last Bear</p> 	<p>Oliver and the Seawigs</p> 	<p>The street beneath my feet</p> 

<p>Independent writing outcome:</p> <p>Purpose: Audience:</p>	<p>Fantasy Narrative. Using first person Focus on setting</p>	<p>Non - chronological report on the Anglo Saxons</p>	<p>Narrative with a historical setting</p>	<p>Biography  Christmas/ Winter Poetry</p>	<p>Poetry - write a list poem. Focus on imagery</p>	<p>Narrative using speech  Creating characters</p>	<p>Non - fiction - writing a report ( about a key event)</p>	<p>Narrative - adventure story  Setting description of Pompeii Volcanic eruption.</p>	<p>Tourist Information leaflet/ presentation non -fiction writing</p>	<p>Powerful vocabulary - creating picture books with a message  Narrative based on a friendship with an animal</p>	<p>Narrative -in the style of Philip Reeve. Author focus</p>	<p>Non - fiction Explanation writing - how fossils are formed  Poetry - write a four line humorous clerihew - using rhyme</p>
<p>Vocabulary linked to core texts:</p>	<p>Sleek Squat Taunt Ferocious Dawning Craned potent</p>		<p>Mute Dismal Orphan orphanage</p>	<p>Pioneering Suffragette equality</p>	<p>Atom Chemist Chemistry Discovery Elements France Discovery nuclear</p>		<p>Tendrils Toxic Pulsing Gargantuan ember scorch Debris hysteria</p>			<p>Resource Climate change Environment Forlornly Global warming Horizon Arctic Circle</p>	<p>bow Figurehead Flotsam Tussocks Scent Sarcastic Becalmed hull</p>	
<p>Spoken Language and Oracy</p>	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge eg how were the Anglo Saxons different? Who were the Anglo Saxons? What did the Anglo Saxons achieve?</li> </ul>	<ul style="list-style-type: none"> <li>Christmas performance opportunities - learn and perform a script</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic - discussions around the contributions of Great Women who changed the world - articulate opinions</li> </ul>	<ul style="list-style-type: none"> <li>Perform poetry and select and use appropriate registers for effective communication and to maintain audience interest</li> <li>Use powerful language to explain the importance of healthy eating (parent outcomes)</li> </ul>	<ul style="list-style-type: none"> <li>Explore the sounds of Pompeii - volcanic eruption and Roman times - enjoy exploration of saying onomatopoeic words</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>Explore origins of words from Latin ( etymology and morphology) eg</li> </ul>	<ul style="list-style-type: none"> <li>Exploratory talk and group discussion about living in the north or somewhere different - articulate and express opinions</li> </ul>	<ul style="list-style-type: none"> <li>select and use appropriate registers for effective communication when exploring dangers and hazards in PSHCE</li> <li>Explore the sounds of rhyme in poetry by reading aloud and ' playing with language with a partner'</li> </ul>						

				<ul style="list-style-type: none"> <li>Hot seat as Marie Curious</li> <li>Say and record direct speech with a partner</li> </ul>	mundane, insipid, horticulture			
Cross curricular writing opportunities	RE - Writing instructions for how to look after God's creation.		History - writing a biography for James Watt/ Isambard Kingdom Brunel	DT -writing effective recipes and instructions	Geography and science - recording accurate information	History - writing reports of an event - Pompeii	- Explanation writing - bridges - additional DT	Geography - write a recount of the trip to Lulworth Cove
Composition, Purpose & Audience	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary.</p> <p>Read own writing aloud to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Plan writing by discussing writing similar to their own and discussing and recording ideas.</p>							
	In narratives create simple <b>settings</b> and <b>plots</b> ...			...and <b>characters (focus)</b> .			In narratives create simple settings, characters and plot.	
	Use simple organisational devices in non-narrative.			Begin to use direct speech within narratives.			Use paragraphs as a way of grouping related material.	
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy).			Evaluate the effectiveness of writing (their own and others'); suggest improvements.			Develop independence in evaluating the effectiveness of writing and suggest improvements.	
Grammar & Punctuation	Add detail and precision through expanding noun phrases.			Add detail and precision through expanding noun phrases using pre-modification.			Use a rich and varied vocabulary to create noun phrases using pre-modification.	
Y3 Terminology: preposition conjunction, clause, subordinate clause, direct speech,	Teach types of sentences: simple and compound (including recapping on phrases, introducing clauses)			Introduce complex sentences and subordinate clauses.			Consolidate understanding of simple, compound and complex sentences and subordinate clauses.	
	Write a range of sentences with more than one clause by using conjunctions (recap on But/Or/And=BOA, introduce FANBOYS)			Write a range of sentences with more than one clause by using a wider range of conjunctions ( <i>when, before, after, while, so because, although</i> )			Write, choosing from a wider range of conjunctions, making appropriate choices of conjunction.	
	Use present and past tense correctly.			Use present and past tense correctly. Begin to use the present perfect instead of the simple past.			Use present and past tense correctly, including use of the present perfect instead of the simple past. Introduce prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave,</i>	

inverted commas (or 'speech marks')	Express time, place, cause using adverbs (e.g. <i>soon, therefore, finally</i> ) demonstrating solid understanding.  Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2, including exclamation mark and question mark).  Recap use of apostrophes correctly (Y2: contraction and singular possession)	Express time, place, cause and enhance cohesion using adverbs (e.g. <i>soon, therefore, finally</i> ) and adverbial phrases.  Consolidate use of commas in a list (from Y2).  Begin to use inverted commas and other punctuation to indicate direct speech.  Consolidate use of apostrophes correctly (recap from Y2: contraction and singular possession)	<i>because of Fred</i> ), in order to express time, place, cause.  Use inverted commas and other punctuation to indicate direct speech accurately.  Independent use of apostrophes correctly (recap from Y2: contraction and singular possession), including in proofreading.
Spelling Teaching Y3 Terminology: word family, prefix, consonant, consonant letter, vowel, vowel letter	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>common exception words from KS1;</li> <li>previously taught homophones; spell there, your, too.</li> <li>those with known prefixes and suffixes.</li> </ul> Encourage use of phonic knowledge and morphology to make attempts at unknown words.	Use and spell correctly some words from the Year 3 / Year 4 spelling list.  Use phonic knowledge and morphology to make plausible attempts at unknown words.	Use and spell correctly many words from the Year 3 / Year 4 spelling list.  Use phonic knowledge and morphology to make plausible attempts at unknown words.  Introduce use of the dictionary to check spelling.
	Write from memory simple sentences, that include words and punctuation taught so far.		
English specific vocabulary	Preposition conjunction, clause, subordinate clause, direct speech, inverted commas	prefix consonant vowel	onomatopoeia descriptive imagery rhyme
Handwriting	Recap Y2 joins; begin to use some independently.	Develop use of joined up writing throughout all areas of the curriculum.	Use joined up writing consistently and independently.

Non-Negotiable End Points

Spell the Year 3 words

Spell homophones there, your, too

Consistent joined handwriting with correct letter formation, orientation and size

Compose and plan a longer piece of writing with a beginning, middle and end

Draft ideas into paragraphs

Solid understanding of adverbs

Solid understanding of prepositions

Solid understanding of conjunctions

Use apostrophes for contraction

Use apostrophes for singular possession

Use correct verb tense for regular and irregular past and present

Proof read for basic editing of spelling and punctuation

### Impact

The impact will be measured using the following:

- Outcomes in Writing
- Outcomes in Phonics, GPS and PiRA tests
- Pupil voice
- Books
- Exemplar display work