

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 4	Autumn 1 - Survival	Autumn 2 - Festivals	Spring 1 - Climate	Spring 2 - The Victorians are coming to Town	Summer 1 - Incredible Inventions	Summer 2 - Vikings for Victory
<p>Progression of core texts. Suggested Text:</p>	<p>Bear Grylls Adventures</p>  <p>Everest - the remarkable story of Edmund Hillary and Sherpa Tensing</p>  <p>Atlas of Adventures - Lucy Letherland</p>   <p>The Explorer - Katherine Rundell</p>	<p>Malala's Magic Pencil</p>  <p>Malala</p>  <p>The firework-maker's daughter - Phillip Pullman</p> 	<p>Island - Mark Janssen (Picture Book)</p>  <p>I am the seed that Grew the Tree - Nature Poems</p>   <p>Earth Heroes</p>	<p>Victorian House Maid – Philip Ardagh</p>  <p>Street Child - Berlie Doherty</p>  <p>A Victorian Story - EL Norry</p> 	<p>Operation Gadgetman - Malorie Blackman</p>  <p>Women in Science - 50 Pioneers who changed the world</p>   <p>Attack of the Vikings Tony Bradman</p>  <p>Range of non fiction books Everything Vikings – National Geographic Kids</p> 	<p>The boy at the back of the class - Onjali Rauf</p>  <p>Arthur the Golden Rope - Todd Stanton</p>

		Asha and the Spirit Bird - Jasminder Bilan 		What a waste! - Jess French 								
Progression of core texts. Chosen Text:	The Explorer Shackleton's Journey			Earth Heroes- Lily Dyu								
Independent writing outcome: Purpose: Audience:	Narrative - adventure story - focus on plot	Biography - Bear Grylls	Festival Poetry - Kennings	Narrative story in first person Diary writing	Persuasive writing - using pronouns for cohesion Letter writing	Poetry - Free verse	Diary writing with a historical perspective	Recount - Hooke Court Newspaper report - Hooke Court	Non - Chronological report - inventions or inventors	Explanatory text for inventions	Narrative story - using direct speech	Non chronological report - editing techniques
Vocabulary linked to core texts:	Bewildered Defensive Excruciating Exploration Biology Cautious Impassive Immortal allies		Taliban Extremism Campaign Pakistan Education Target reconciliation		Emission Douse Parliament Protest Drought Vegan climate		Pauper Coaxed vaguely Gruel infirmary cholera scullery lumber caper Skulking wharf reproach workhouse		theory Pessimistic Palm Reluctantly trace Complex chemical Fluid Saliva Fibre knick-knacks		Immigrant Refugee asylum seeker Integrate Seclusion Belonging global citizen Syria migrant migration assimilate	
Spoken Language and Oracy	<ul style="list-style-type: none"> Explaining instructions to 		<ul style="list-style-type: none"> Christmas performances give 		<ul style="list-style-type: none"> ask relevant questions about climate 		<ul style="list-style-type: none"> Hot seating as a Victorian - role play 		<ul style="list-style-type: none"> give well-structured descriptions, 		<ul style="list-style-type: none"> Viking role play ask relevant questions to 	

	<p>peers for survival day</p> <ul style="list-style-type: none"> Using communication to work as a team - select and use appropriate registers for effective communication. 	<p>opportunity to speak audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> articulate and justify opinions on art 	<p>change to extend their understanding and knowledge</p> <ul style="list-style-type: none"> consider and evaluate different viewpoints, attending to and building on the contributions of others (DR lessons) participate in discussions, and debates on climate change 	<ul style="list-style-type: none"> Acting as Victorians at Hooke Court - gain, maintain and monitor the interest of the listener(s) 	<p>explanations for different purposes</p> <ul style="list-style-type: none"> Exploratory talk to consider inventions and their impacts use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	<p>extend their understanding and knowledge</p> <ul style="list-style-type: none"> Exploring the language of sound in science - experimenting with sound and increasing vocabulary use relevant strategies to build their vocabulary - explore the etymology of Norse words 						
Cross curricular writing opportunities	Geography - presenting information on settlements	Science - recording observations	Computing - writing for audiences	Art - evaluating artists	Geography - double page spread - climate zones		History - double page spread on the Victorians		Science - non chronological report - electricity	Music trip - recount and evaluation/ expression of opinion	Music - presenting key information in a timeline	History - comparative writing - what difference did the Vikings make?
Composition, Purpose & Audience	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary appropriate to purpose and form. Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Plan writing by discussing writing similar to their own and discussing and recording ideas.											
	Write narratives with a clear plot , and describe settings... (ENPs, pre and post modification)				...and characters . Make effective choices about using direct speech within narratives (link to character descriptions).				Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives.			

	<p>Use paragraphs to organise ideas around a theme/use simple organisational devices in non-narrative.</p> <p>Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy).</p>	<p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Evaluate the effectiveness of writing (their own and others’); suggest improvements.</p>	<p>Independently evaluate the effectiveness of writing and express reasoning for improvements.</p>
<p>Grammar & Punctuation</p> <p>Y4 Terminology: determiner, pronoun, possessive pronoun, adverbial preposition</p>	<p>Add detail and precision through expanding noun phrases (modification before the noun... Write a range of sentences with more than one clause by recapping on co-ordinating conjunctions and on sentence types (simple, compound, complex).</p> <p>Make accurate use of present and past tense including simple and perfect forms (secure from Year 2 and 3).</p> <p>Use Standard English verb inflections, instead of local dialect forms (<i>we were</i> instead of <i>we was</i>; <i>I did</i> instead of <i>I done</i>).</p> <p>Express time, place, cause using adverbs and adverbials including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).</p> <p>Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2). Use commas in a list.</p> <p>Use apostrophes correctly (contraction)</p>	<p>...and prepositional phrases after the noun).</p> <p>Write a range of sentences with more than one clause by using a wider range of conjunctions (including subordinating e.g. <i>when, before, after, while, so because, although</i>).</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms</p> <p>Express time, place, cause using adverbs and adverbials, sometimes fronted.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes correctly (contraction, singular and plural possession).</p>	<p>Identify and choose appropriate determiners for the ENP. Independently, use a rich and varied vocabulary to create noun phrases using pre and post modification.</p> <p>Write, choosing from a wide range of conjunctions in order to maximise effect.</p> <p>Tense agreement throughout writing.</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).</p> <p>Use apostrophes correctly (contraction, singular and plural possession).</p>
<p>English Vocabulary</p>	<p>determiner, pronoun, possessive pronoun,</p>	<p>Adverbial Preposition Prepositional phrase</p>	<p>Onomatopoeia Drafting Editing</p>

		Subordination colon	Simile Descriptive Extended noun phrase idiom
Spelling Teaching	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • previously taught homophones; • those with known prefixes and suffixes. <p>Use phonic knowledge and morphology to make good attempts at unknown words.</p>	Use and spell correctly some words from the Year 3 / Year 4 spelling list. <p>Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p>	Use and spell correctly most words from the Year 3 / Year 4 spelling list. <p>Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p>
	Write from memory simple sentences, that include words and punctuation taught so far. Use the first 2 or 3 letters of a word to check its spelling in the dictionary.		
Handwriting	Use joined up writing consistently, independently and fluently. Improve quality.		

Non- Negotiable End Points

Spell the Year 4 words

Use fluent, legible and joined up handwriting

Create stories with settings, characters and plot

Write using expanded noun phrases

Use fronted adverbials

Accurately punctuate speech

Use apostrophes for plural possession

Check my work makes sense and edit accordingly

Edit and suggest improvements to others' work

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