

## 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

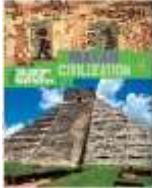

Independent writing opportunities should be given **at least twice a term (x12 per year)**, preferably more if possible. These opportunities can be

- 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 5	Autumn 1 - Ancient Greece	Autumn 2 - Young Enterprise	Spring 1 - Earth and Space	Spring 2 - The Mighty Mayans	Summer 1 - Stone Age to Iron Age	Summer 2 - Coasts
<p>Progression of core texts. Suggested Text:</p>	<p>Who let the Gods out? Maz Evans</p>  <p>Greek Myths ( comic style information) - Marcia Williams</p> 	<p>The Lion, the witch and the Wardrobe - CS Lewis</p>  <p>The Highwayman - Alfred Noyes poem</p> <p>Malamander - Thomas Taylor</p>  	<p>The Girl of Ink and Stars</p>  <p>The Jamie Drake Equation – Christopher Edge</p>  <p>Herstory Katherine Halligan</p>  <p>Focus on Katherine Johnson</p>	<p>The boy in the Tower Polly Ho Yen</p>  <p>Rain Player – picture book – David Wisniewski</p>  <p>Rain player</p> <p>Hero Twins – Dan Jolley – Graphic novel</p> 	<p>Stig of the Dump Clive King</p>   <p>I Am Not a Label: 34 disabled artists, thinkers, athletes and activists from past and present ( biography)</p>	 <p>Kensuke's Kingdom - Michael Morpurgo</p> <p>The Storm Keeper's Island - Catherine Doyle</p>

												
Progression of core texts. Chosen text	Who let the Gods out?  Maz Evans  Class set x15 per class		The Lion, the Witch and the Wardrobe  Class set x15 per class  Really enjoyed by class				Rain Player		Stig of the Dump  Clive King  Class set x15 per class		Kensuke's Kingdom  Class set x15 per class	
Independent writing outcome:  Purpose: Audience:	Letter to my teacher  Creating a mythical character  Humorous writing	Narrative - writing a Greek myth - setting and character  Script writing - translate Greek myth to script	Narrative - creating atmosphere in a setting - focus on imagery and descriptive language  ( use L,W,W and Highwayman)	Persuasive writing - advertising and product presentation  Evaluative writing - evaluate a product	Non-chronological reports - double page spreads on space	Biography	Narrative using dialogue to advance the action	Create a graphic novel - use pronouns for cohesion	Narrative using time adverbials and paragraphs as cohesive devices	Autobiography based on I am not a label	Diary entry - orangutan palm oil advert (Literacy shed)  Narrative - writing in the style of an author - focus on drafting and editing	Coastal Poetry - Haiku

												- island setting	
Vocabulary linked to core text:	Deemed Nurture Loathsome lurking Curdle Content Assembled gaggle Ancient Tentative plummeted	Inquisitive Wretched Sorrowfully Solemn spiteful jeering Betray modes	Doctorate Quizzical Astronomical Pyrotechnic Lurking Aghast Haphazardly trespassers	Cenote Yukatan Quetzal Chichen Itza	Chalk pit Chilblains Turnip Flint Linoleum language					Mellifluous Outrigger Dinghy Reservoir Intertwin g Inferno gibbon			
Spoken Language and Oracy	<ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge. Use questions to research the Greeks</li> <li>Hot seat to develop understanding of characters in Who Let the Gods out</li> </ul>	<ul style="list-style-type: none"> <li>Presentational focus - product evaluation and presentation for sales pitch</li> <li>give well-structured descriptions, explanations for different purposes, including for expressing feelings</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas in product development</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the changing role of women based on Katherine Johnson's experience.</li> <li>gain, maintain and monitor the interest of the listener(s) - perform in class worship</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with dialogue - Topic Tennis pull out a topic and have conversation on a given topic with a partner - one line each</li> <li>use relevant strategies to build their vocabulary</li> <li>Experiment with language and vocabulary of the Mayans. Explore the pronunciation and origin of words</li> </ul>	<ul style="list-style-type: none"> <li>Hot seat as characters</li> <li>Present information on changes from Stone Age to Iron Age</li> <li>Debate and discuss and evaluate key developments of the Iron Age</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>					<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others - survey and evaluate local people's views on tourism and Bournemouth coast</li> <li>Read aloud diary entries</li> <li>speak audibly and fluently with an increasing command of Standard English</li> </ul>			

Cross curricular writing opportunities		DT - explanation writing - levers and linkage	Evaluations in DT Recipe/Instruction		History - researching a historic figure, writing a biography		History	Science - explanation text - forces	History - comparative writing - changes across the ages		Geography - double page spread on Rio/Bournemouth	PSHE - first person writing and First Aid instructions
Composition, Purpose & Audience	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). Use a range of devices to build cohesion within and across paragraphs:											
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').  Link ideas using adverbials of time, place and number			Use dialogue in narratives to convey character or advance the action. Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;				Make choices in drafting and revising writing, showing understanding of how these enhance meaning.  Link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i> ).				
Grammar & Punctuation	Select appropriate grammar and vocabulary to change and enhance meaning: Use modals and adverbs to indicate possibility. Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4). Demarcate sentences accurately throughout, using <u>capital letters, full stops</u> . Use punctuation to ensure meaning is clear, particularly commas for clarity.			Select appropriate grammar and vocabulary to change and enhance meaning: Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.  Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). Use punctuation clearly including question marks, exclamation marks and the punctuation of direct speech. Use a colon to introduce a list				Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.  Indicate parenthesis using brackets, commas or dashes.  Use a semi-colon in a list and between clauses  Use a hyphen to create adjectives				
English specific Vocabulary	modal, relative pronoun, relative clause, phrase			parenthesis, cohesion, ambiguity, precision Antonym, synonym,				Emotive, persuasive, modification, genre Proof, draft, hyperbole, figurative				
Spelling Teaching	Spell correctly words that have been previously taught, including...common exception words from KS1; Year 3/4 statutory words; Previously taught homophones.			Use and spell correctly many words from the year 5 / year 6 spelling list.				Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.				

Non-negotiable End Points

**Spell Year 5 words**

Write for a **range of purposes and audiences**

**Draft**, write and effectively organise extended pieces

Use **subordinate clauses** at the beginning, middle and end of sentences.

Use a **semi-colon** in writing

Use a **hyphen** in writing

Use **parentheses** in writing

Use a **colon** in writing

Accurately use **complex verb tenses** in writing

Impact

The impact will be measured using the following:

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

