

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





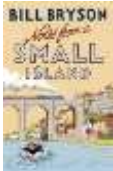



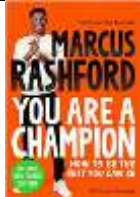
Implementation

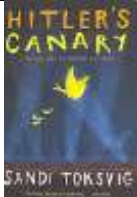

Independent writing opportunities should be given **at least twice a term (x12 per year)**, preferably more if possible. These opportunities can be

- 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

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Year 6	Autumn 1 - Fantasy	Autumn 2 - WW2	Spring 1 - The Galapagos	Spring 2 - Ancient Civilizations - Shang Dynasty	Summer 1 - Election	Summer 2 - Celebration and Achievement
<p>Progression of core texts. Suggested Text:</p>	<p> Mortal Engines - Philip Reeve</p>	<p> Machine Gunners – Robert Westall</p> <p> Once – Morris Gleitzman</p> <p> Judith Kerr When Hitler Stole Pink Rabbit – Judith Kerr</p>	<p> SeaBean – Sarah Holding</p> <p> BILL BRYSON Notes from a small Island = Bill Bryson – Extracts ONLY. (some language issues) Plus range of Travel writing</p>	<p> THE KITE RIDER – GERALDINE MCCAUGHREAN The Kite Rider – Geraldine McCaughrean</p>	<p> MAKE MORE NOISE! Make More Noise – short story collection (100th anniversary of Suffragettes) - various authors</p> <p> THE ROYAL REBEL – BALI RAI The Royal Rebel – Bali Rai</p> <p>Non fiction -  Discover the UK Parliament – Government publication</p>	<p> MARCUS RASHFORD YOU ARE A CHAMPION – MARCUS RASHFORD You are a Champion – Marcus Rashford</p> <p> CAN YOU SEE ME? Can you see me? Libby Scott</p> <p> El Deafo – Cece Bell El Deafo – Cece Bell</p>

		 Hitler's Canary – Sandi Toksvig				 Becoming – Michelle Obama – adapted for younger readers						
Progression of core texts: Chosen text	Mortal Engines	Machine Gunners	SeaBean - reading based Range of travel writing inc Notes from Small Island	The Kite Rider Range of Traditional Chinese Myths								
Independent writing outcome: Purpose: Audience:	Narrative - chapter of Mortal Engines Focus on description and character Audience - peers Purpose - to excite and entertain and to write in style of an author	Application letters for school responsibilities	Evacuee Letters and letters from the front Diary writing - Evacuee War poetry - focus on imagery and figurative language	Christmas buddy stories - for Y1 buddies - writing for a younger audience - focus on cohesive devices	Travel writing from favourite destination - focus on language and effective structure Galapagos travel writing and information leaflet (Persuasive - journalistic styles	Balanced argument writing - environmental tourism	Narrative - Chinese Myth Purpose : Narrative Audience - Traditional style	Refugee Independent writing (based on current news events) Purpose: Persuade and reflect current events	Speech writing Horror/ Adventure stories - cohort dependent - focus on editing	Persuasive writing Formal writing	Advice and guidance information for Reception for Home visits and future Year 6 Script writing - production focus	Letter writing - future selves Autobiography
Vocabulary linked to core text:	Aviatrix Salvage Ruthless	Acrid Trepidation Pistol		Apprentice Prosperous Barbarians	(Rebel Princess) Suffragette Protagonist	(Can you see me) Consolation Autism						

	Avenger Guild Indignation Amiable Inconspicuous Hydraulic chassis	Invasion Anti-aircraft Swastika Incendiary		Impertinent Gusty Calamitous Calamity Uncommon Medium treacherous	Politician Imperialism Punjab Campaign lascars	Sensory Menacing Perception Assumption stereotype
Spoken Language/ Oracy	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • explore origins of words from French 	<ul style="list-style-type: none"> • Hot seat - evacuee - participate in d role play, improvisations • Conscience alley as the characters in Machine Gunners - what would you do? • Christmas candlelight performances 	<ul style="list-style-type: none"> • consider and evaluate different viewpoints, attending to and building on the contributions of others when considering environmental tourism in the Galapagos 	<ul style="list-style-type: none"> • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas when considering the impact of The Shang Dynasty • Act out Chinese Myths • Read and perform Myths to an audience to develop skills in gaining, maintaining and monitoring the interest of the listener(s) 	<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions - choosing party policies and working collaboratively - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Take part in debates • select and use appropriate registers for effective communication in speeches 	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - exploratory talk about future schools, hopes and dreams

Cross curricular writing opportunities	RE - Righteous anger Science - Yeast experiment. Micro organisms posters		History - double page Battle of Britain spread		Geography - Volcanoes double page spread		History Shang Dynasty information for floor books		Computing - website creation - presenting information		Music - evaluations DT - recipe instructions	Science - presentation of staying healthy information
Composition, Purpose & Audience	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). Provide opportunities to demonstrate versatility in different writing styles within a piece.											
	In narratives, describe settings, characters and atmosphere Peer proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]				In narratives, describe settings, characters and atmosphere, integrating dialogue and advancing the action. Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]				Make choices in drafting and revising writing, showing understanding of how these enhance meaning. Independently proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).			
Grammar & Punctuation Terminology :	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal				Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. making effective choices in manipulating modal verbs to suggest degrees of possibility within a sentence).				Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented; formal and informal voice).			

<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>verbs to suggest degrees of possibility; recap relative clauses and relative pronouns from Y5).</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use correctly:</p> <ul style="list-style-type: none"> Capital letters Full stops Question marks Commas for lists Apostrophes for lists, contractions Inverted commas <p>Recap parenthesis from Y5 (brackets, dashes and commas); commas to indicate separation of clauses; commas for clarity of meaning.</p>	<p>Use verb tenses consistently and correctly throughout their writing; distinguish between progressive and perfect forms within past and present tense.</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly</p>	<p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<p>English specific vocabulary</p>	<p>Subject Object figurative imagery Alliteration assonance active/ passive</p>	<p>Synonym Antonym Ellipsis Semi-colon</p>	<p>Colon Hyphen Hyperbole oxymoron</p>
<p>Spelling Teaching</p>	<ul style="list-style-type: none"> • Rare GPCs • Prefixes and Suffixes • Word endings – cious, tious • Homophones • Proofreading • Learning and Practising spellings <p>Spell correctly words from the Year 3/Year 4 spelling list, and some words from the Year 5/Year 6 spelling list.</p>	<ul style="list-style-type: none"> • Prefixes and Suffixes • Word endings – tial cial • Homophones • Proofreading • Learning and Practising spellings <p>Spell correctly most words from the Year 5/Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>	<ul style="list-style-type: none"> • Rare GPCs • Prefixes and Suffixes • Word endings - ant, ent • Homophones and near homophones • Proofreading • Learning and Practising spellings <p>Spell correctly words from the Year 5/Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p>
<p>Handwriting</p>	<p>Write legibly and maintain legibility in joined handwriting when writing at speed.</p>		

Impact

The impact will be measured using the following:

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