

Diamond Hall Junior Academy

Writing curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, 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 THREE

<p>END OF YEAR 3 AGE-RELATED EXPECTATIONS <i>Whilst continuing to meet all of the KS1 writing expectations (see LTP).</i></p>	<p>By the end of Summer 2, Year 3 pupils working at age-related expectations can:</p> <ul style="list-style-type: none"> • Begin to create setting, character and plot in narratives. • Begin to use paragraphs to group related material/themes. • Use the structural devices of a wider range of text types, including subheadings and bullet points etc. in non-fiction writing. • Use the present perfect form of verbs in contrast to the past tense. • Use a range of sentences with more than one clause, by using a wider range of conjunctions (when, if, because, although). • Use conjunctions, prepositions and adverbs to show time, place and cause. • Use ‘a’ or ‘an’ correctly most of the time. • Distinguish direct speech using inverted commas. • Begin to choose nouns or pronouns for clarity and cohesion and avoid repetition, e.g. he, she, they, it. • Spell some words from the Y3/4 statutory spelling list. • Handwriting is legible and readable, using diagonal and horizontal strokes to join letters.
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Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>
Text	<p>Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils <i>Pupils should be taught to use terms when their writing is discussed.</i>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas</p>

YEAR FOUR

<p>END OF YEAR 4 AGE-RELATED EXPECTATIONS <i>Whilst continuing to meet all of the KS1 writing expectations (see LTP).</i></p>	<p>By the end of Summer 2, Year 4 pupils working at age-related expectations can:</p> <ul style="list-style-type: none"> • Write a range of narratives and non-fiction pieces for a specific purpose, using a consistent and appropriate structure (including genre-specific layout devices). • Create detailed settings, characters and plot in narratives to engage the reader. • Consistently organise writing into paragraphs around a theme or group related material (fiction and non-fiction). • Maintain an accurate and correct tense throughout a piece of writing. • Use a range of sentences with more than one clause, by using a wider range of conjunctions (when, if, because, although). • Use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’. • Use expanded noun phrases regularly with the addition of modifying adjectives, nouns and prepositional phrases, e.g. the strict teacher with curly hair. • Use and punctuate direct speech accurately using inverted commas. • Regularly choose nouns or pronouns appropriately for clarity and cohesion and avoid repetition, e.g. he, she, they, it. • Consistently use conjunctions, adverbs and prepositions to express time, place and cause appropriately. • Use fronted adverbials consistently demarcated with commas. • Use a possessive apostrophe accurately in words with regular and irregular plurals. • Spell some words from the Y3/4 statutory spelling list. • Handwriting is legible and readable.
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Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials
Terminology for pupils <i>Pupils should be taught to use terms when their writing is discussed.</i>	determiner pronoun, possessive pronoun adverbial

YEAR FIVE

<p>END OF YEAR 5 AGE-RELATED EXPECTATIONS <i>Whilst continuing to meet all of the KS1 and LKS2 writing expectations (see LTP).</i></p>	<p>By the end of Summer 2, Year 5 pupils working at age-related expectations can:</p> <ul style="list-style-type: none"> • Use a wide range of presentational and organisational devices to structure texts and guide the reader. • Use descriptive language in order to create settings, characters and the atmosphere. • Use dialogue (using punctuation accurately) to convey a character and advance the action. • Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). • Use commas to clarify meaning or to avoid ambiguity with increasing accuracy. • Devices are used to build cohesion within a paragraph e.g then, after, that, this, firstly. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Use of tense throughout a piece is mostly consistent and correct • Use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information correctly. • Linking ideas across paragraphs using adverbials of time, place, number or tense choice. • To use prefixes and suffixes and understand the guidance for adding them. • Spell some words from the Y5/6 statutory spelling list. • Continue to distinguish between homophones and other words which are often confused. • Handwriting is legible and readable.
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Year 5: Detail of content to be introduced (statutory requirement)

Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>
Sentence	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils <i>Pupils should be taught to use terms when their writing is discussed.</i>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

YEAR SIX

<p>END OF YEAR 6 AGE-RELATED EXPECTATIONS <i>Whilst continuing to meet all of the KS1 and LKS2 writing expectations (see LTP).</i></p>	<p>By the end of Summer 2, Year 6 pupils working at age-related expectations can:</p> <ul style="list-style-type: none"> • 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). • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • 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 passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). • 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. • Maintain legibility in joined handwriting when writing at speed.
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Year 6: Detail of content to be introduced (statutory requirement)

Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Terminology for pupils <i>Pupils should be taught to use terms when their writing is discussed.</i>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>

TEACHING AND LEARNING CYCLE

Pupils write texts based on familiar texts and/or relevant themes/issues. Texts are identified class novels (identified in the school's text map) and from the class' chosen 'Favourite Five' texts (previously read texts in other year groups and throughout the academic year chosen each half term), where time allows. Using texts as a stimulus, teachers create model texts, based on the knowledge and skill expectations of grammar, punctuation and vocabulary set out in the NELT long term plan. Model texts demonstrate high standards of written English, including Standard English (unless not appropriate e.g. in informal genres/purposes/audiences). Model texts are structured around the cycle's sequence of learning, broken down into relevant sections, and provides pupils with an aspirational goal to achieve, including elements of the Greater Depth standard for their current stage of learning.

In Key Stage 2, pupils begin to write for sustained periods, progressively increasing across the Key Stage. Within Key Stage 2 pupils move from the Key Stage 1, 1 week cycle, to the Key Stage 2 two-week cycle, progressively. By the end of Year 3, pupils should be able to fully access the Key Stage 2 teaching and learning cycle.