

Progression in writing at Haddenham Community Junior School. Years 3 and 4 Aims and Outcomes

	Year 3		Year 4		
Topics	<p><b>Autumn</b>                      Fiction (narrative) Word families: Percy the Park Keeper                      Non-fiction (instructional text): How to Wash a Woolly Mammoth                      Non-fiction (explanation text): Street Beneath My Feet                      Fiction (narrative) adventure story: Stone Age Boy  <b>Spring</b>                      Non-fiction (newspaper report): The Pirates Next Door                      Non-fiction (persuasive letter): The Pirates Next Door                      Fiction (romance): The Blue Umbrella                      Poetry: various pirate poetry  <b>Summer</b>                      Non-fiction (diary): The Diary of Iliona                      Non-fiction (non-chronological report): Skeletons and Muscles                      Non-fiction (playscript): The Twits</p>		<p><b>Autumn</b>                      Fiction (narrative): Feast                      Fiction (narrative) Bike Boy                      Non-fiction (biography): A Life Electric. The Story of Nikola Tesla                      Fiction (narrative): Friend or Foe  <b>Spring</b>                      Non-fiction (newspaper report): Beowulf                      Fiction (narrative): How to Train your Dragon                      Poetry: Viking kennings                      Non-fiction (explanation): Microbiome  <b>Summer</b>                      Poetry: The River                      Non-fiction (non-chronological report): Once upon a Raindrop                      Non-fiction (persuasive text): Holiday brochure- India</p>		
<b>Composition</b>					
Statement	<p><b>Write with purpose</b>                      This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p><b>Use imaginative description</b>                      This concept involves developing an appreciation of how best to convey ideas through description.</p>	<p><b>Organise writing appropriately</b>                      This concept involves developing an appreciation of how best to convey ideas through description.</p>	<p><b>Use paragraphs</b>                      This concept involves understanding how to group ideas so as to guide the reader.</p>	<p><b>Use sentences appropriately</b>                      This concept involves using different types of sentences appropriately for both clarity and for effect.</p>
Outcome	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Use the main features of a type of writing (identified in reading).</li> <li>- Use techniques used by authors to create characters and settings.</li> <li>- Compose and rehearse sentences orally.</li> <li>- Plan, write, edit and improve.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Create characters, settings and plots.</li> <li>- Use alliteration effectively.</li> <li>- Use similes effectively.</li> <li>- Use a range of descriptive phrases including some collective nouns.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Use organisational devices such as headings and sub headings.</li> <li>- Use the perfect form of verbs to mark relationships of time and cause.</li> <li>- Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Organise paragraphs around a theme.</li> <li>- Sequence paragraphs.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Use a mixture of simple, compound and complex sentences.</li> <li>- Write sentences that include:                             <ul style="list-style-type: none"> <li>- conjunction</li> <li>- adverbs</li> <li>- direct speech, punctuated correctly</li> <li>- clauses</li> <li>- adverbial phrases</li> </ul> </li> </ul>

Transcription			
<b>Statement</b>	<b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation.	<b>Spell correctly</b> This concept involves understanding the need for accuracy.	<b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.
<b>Outcome</b>	Children can:  - Join letters, deciding which letters are best left un-joined. - Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	Children can:  - Use prefixes and suffixes and understand how to add them. - Spell homophones correctly. - Spell correctly often misspelt words. - Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). - Use the first two or three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Children can:  - Develop understanding of writing concepts by: - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Using conjunctions, adverbs and prepositions to express time and cause. - Using fronted adverbials. - Indicate grammatical and other features by: - Using commas after fronted adverbials. - Indicating possession by using the possessive apostrophe with plural nouns. - Using and punctuating direct speech.
Analysis and Presentation			
<b>Statement</b>	<b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.	<b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.	
<b>Outcome</b>	Children can:  <b>Use and understand grammatical terminology when discussing writing and reading:</b>  <b>Year 3</b> - word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <b>Year 4</b> - pronoun, possessive pronoun, adverbial	Children can:  <b>Read aloud writing to a group or whole class, using appropriate intonation.</b>	

Progression in writing at Haddenham Community Junior School. Years 5 and 6 Aims and Outcomes

	Year 5	Year 6
Topics	<p><b>Autumn</b>                      Fiction (adventure story): Tadeo Jones                      Non-fiction (biography): Hatsepsut                      Non-fiction (persuasive letter): Macbeth                      Poetry (spell): Macbeth</p> <p><b>Spring</b>                      Non-fiction (report - transmission): Mission to Mars                      Non-fiction (persuasive letter, diary): Shackleton's Journey                      Non-fiction (non-chronological report): Dynasties - Emperor Penguins</p> <p><b>Summer</b>                      Poetry (narrative poem): The Highwayman                      Fiction (adventure story): Gorilla</p>	<p><b>Autumn</b>                      Fiction (character studies): Once Upon a Picture                      Non-fiction (recount): Letters from the Lighthouse                      Non-fiction (persuasive letter): A Christmas Carol</p> <p><b>Spring</b>                      Fiction (narrative): Dracula's Whitby                      Poetry: There's an Orangutan in my Bedroom                      Non-fiction (postcard): Fairy Tales                      Non-fiction (newspaper report): Fairy Tales</p> <p><b>Summer</b>                      Fiction (Romance): The Paperman</p>

Composition

Statement	<p><b>Write with purpose</b>                      This concept involves understanding the purpose or purposes of a piece of writing.</p>	<p><b>Use imaginative description</b>                      This concept involves developing an appreciation of how best to convey ideas through description.</p>	<p><b>Organise writing appropriately</b>                      This concept involves developing an appreciation of how best to convey ideas through description.</p>	<p><b>Use paragraphs</b>                      This concept involves understanding how to group ideas so as to guide the reader.</p>	<p><b>Use sentences appropriately</b>                      This concept involves using different types of sentences appropriately for both clarity and for effect.</p>
Outcome	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Identify the audience for writing.</li> <li>- Choose the appropriate form of writing using the main features identified in reading.</li> <li>- Note, develop and research ideas.</li> <li>- Plan, draft, write, edit and improve.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Use the techniques that authors use to create characters, settings and plots.</li> <li>- Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>- Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>- Choose effective grammar and punctuation.</li> <li>- Ensure correct use of tenses throughout a piece of writing.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Write paragraphs that give the reader a sense of clarity.</li> <li>- Write paragraphs that make sense if read alone.</li> <li>- Write cohesively at length.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Write sentences that include:                             <ul style="list-style-type: none"> <li>● relative clauses</li> <li>● modal verbs</li> <li>● relative pronouns</li> <li>● Brackets</li> <li>● Parenthesis</li> <li>● a mixture of active and passive voice</li> <li>● a clear subject and object</li> <li>● hyphens, colons and semi colons</li> <li>● bullet points.</li> </ul> </li> </ul>

Transcription			
Statement	<p><b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation.</p>	<p><b>Spell correctly</b> This concept involves understanding the need for accuracy.</p>	<p><b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.</p>
Outcome	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Write fluently and legibly with a personal style.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Use prefixes appropriately.</li> <li>- Spell some words with silent letters (knight, psalm and solemn).</li> <li>- Distinguish between homophones and other words that are often confused.</li> <li>- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</li> <li>- Use dictionaries to check spelling and meaning of words.</li> <li>- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.</li> <li>- Use a thesaurus.</li> <li>- Spell the vast majority of words correctly.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- Develop understanding of writing concepts by:</li> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>- Using passive verbs to affect the presentation of information in a sentence.</li> <li>- Using the perfect form of verbs to mark relationships of time and cause.</li> <li>- Using expanded noun phrases to convey complicated information concisely.</li> <li>- Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>- Indicate grammatical and other features by:</li> <li>- Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>- Using hyphens to avoid ambiguity.</li> <li>- Using brackets, dashes or commas to indicate parenthesis.</li> <li>- Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>- Using a colon to introduce a list</li> <li>- Punctuating bullet points consistently.</li> </ul>

<b>Analysis and Presentation</b>		
<b>Statement</b>	<b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.	<b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.
<b>Outcome</b>	Children can:  <b>Use and understand grammatical terminology when discussing writing and reading:</b>  <b>Year 5</b> - relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.  <b>Year 6</b> - active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.	Children can:  <b>Perform compositions, using appropriate intonation and volume.</b>