

Writing: Curriculum Intent

Pound Hill Junior School has created an evolving curriculum that intelligently meets the needs of all pupils, which takes into account the starting points of all children and the context of the community.

wider use of precise language

deeper thinking and learning

broader relevant and contextual knowledge

stronger skills and expertise



What they will believe about the subject.

What experiences they will have had

Curriculum journey and experiences

A love of writing	Writing can be used to express yourself	Everyone is a confident writer	Immersion in a breadth of high-quality texts	Opportunities to be experimental	Perform to an audience - plays, poems, stories
Writing is effective communication	Enjoyment of writing for different audiences	Writing is an opportunity to be creative	Opportunities to write across the wider curriculum	Listen to performances - plays, poems, stories	Opportunities to hear authors read and discuss their own work
Writing can create fictional worlds and characters	Writing can reflect the world we live in		Experience of writing for a real-life purpose	Watch plays/theatre performances	Classic and contemporary children's literature



What they will know



What they will be able to do

A range of high-quality authors	How grammar and punctuation can structure writing	Etymology of words	Create a specific effect in their writing	Explain their writing choices	Use their imagination
What makes effective writing	A variety of spelling strategies	The features of a wide range of styles/types/genres of writing	Have a wide range of different books and texts as models for writing	Use a range of writing devices and techniques specific	Write for a purpose
How to adapt a piece of writing for their chosen audience	The purpose of writing	How an author manipulates their writing to create specific effects	Perform their own and other's writing to show meaning and expression	Accurately put themselves in "someone else's shoes"	Write fluently and legibly
A wide variety of vocabulary			Write for a real-life audience	Communicate effectively	Edit their writing to enhance purpose and meaning

National Curriculum Coverage

Lower Key Stage 2 Years 3 and 4 Writing Composition

Year 3

- **Plan** writing by: discussing and recording ideas, looking at modelled examples to inform structure, vocabulary and grammar
- **Draft** writing by: composing and rehearsing sentences orally, building a rich vocabulary and using an increasing range of sentence structures
- **Evaluate and edit** by: assessing the effectiveness of own and others' writing, suggesting improvements, proposing changes to grammar and language
- **Read own writing** aloud to a group using suitable intonation, tone and volume so meaning is clear

Year 4

- **Plan** writing by: discussing and recording ideas, looking at modelled examples to inform structure, vocabulary and grammar
- **Draft** writing by: composing and rehearsing sentences orally, building a rich vocabulary and using an increasing range of sentence structures
- **Evaluate and edit** by: assessing the effectiveness of own and others' writing, suggesting improvements, proposing changes to grammar and language
- **Read own writing** aloud to a group using suitable intonation, tone and volume so meaning is clear

Upper Key Stage 2 Years 5 and 6 Writing Composition

Year 5

- **Plan** writing by: identifying audience and purpose for writing, using other models of writing to similar to own, noting and developing ideas using reading and research when required
- **Draft** writing by: selecting appropriate grammar and vocabulary, understanding how choice enhances meaning, precisising longer passages
- **Evaluate and edit** by: assessing the effectiveness of own and others' writing, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- **Perform own compositions**, using appropriate intonation, volume and movement so meaning is clear

Year 6

- **Plan** writing by: identifying audience and purpose for writing, using other models of writing to similar to own, noting and developing ideas using reading and research when required
- **Draft** writing by: selecting appropriate grammar and vocabulary, understanding how choice enhances meaning, precisising longer passages
- **Evaluate and edit** by: assessing the effectiveness of own and others' writing, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- **Perform own compositions**, using appropriate intonation, volume and movement so meaning is clear



Knowledge, Skills and Understanding Progression

Lower Key Stage 2

	Power of Reading Text	Year 3 Writing Focus	Year 3 GPS Sentence/Text	Year 3 GPS Punctuation	New Terminology
Autumn	Leon and The Place Between	<ul style="list-style-type: none"> • Setting description - Circus • Persuasive poster – circus • Letter • Diary • Fantasy narrative – 4-part story 	Revisit and consolidate knowledge from KS1 <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions e.g. when, before, after, so, because • Adverbs e.g. then, soon, next • Prepositions e.g. before, after, during, in • Introductions to paragraphs • Headings and subheadings to aid presentation • Use of present perfect form of verbs 	<ul style="list-style-type: none"> • Inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Preposition • Conjunction • Clause • Subordinate clause • Direct speech • Inverted commas
	The Lost Happy Endings	<ul style="list-style-type: none"> • Diary • Poem • Non-Chronological report • Fairy Tale story ending 			
Spring	Storm	<ul style="list-style-type: none"> • Newspaper report • List poem • Diary 			
	Pebble in My Pocket	<ul style="list-style-type: none"> • Postcard/informal letter • Play script- Travel writing • List poem • Science/historical fiction 			
Summer	Viking Raiders	<ul style="list-style-type: none"> • Character Description • Diary • Non-chronological report on Gods. 			
	Power of Reading Text	Year 4 Writing Focus	Year 4 GPS Sentence/text	Year 4 GPS Punctuation	New Terminology
Autumn	Bearkeeper	<ul style="list-style-type: none"> • Newspaper report • Setting Description • Persuasive letter • Narrative from bear's point of view. • Goodbye letter 	Revisit and consolidate knowledge from Year 3 <ul style="list-style-type: none"> • Expanded noun phrases • Prepositional phrases • Fronted adverbials e.g. Later that day • Paragraphs to organise ideas around a theme • Appropriate use of pronouns or nouns to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to show direct speech • Apostrophes to mark plural possession • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial
		Spring			
Summer	The Explorer				



Knowledge, Skills and Understanding Progression

Upper Key Stage 2

	Power of Reading Text	Year 5 Writing Focus	Year 5 GPS Sentence/Text	Year 5 GPS Punctuation	New Terminology
Autumn	Floodland	<ul style="list-style-type: none"> • Diary • Informal letter • Setting description • Narrative • Poem 	Revisit and consolidate knowledge from Year 4 <ul style="list-style-type: none"> • Relative clauses e.g. starting with who, which, where, when • Degrees of possibility using adverbs e.g. perhaps, surely • Modal verbs e.g. might, should will must • Devices to build cohesion within a paragraph e.g. then, after, that, this • Linking ideas across paragraphs using adverbials of time (later), place (nearby), number (secondly) and tense choice (he had seen her) 	<ul style="list-style-type: none"> • Brackets, dashes or commas for parenthesis • Use of commas to clarify meaning and avoid ambiguity 	<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity
	The Promise	<ul style="list-style-type: none"> • Persuasive writing • Setting description • Poetry • Letter • Narrative (extended piece) 			
	Skellig/ The Lost Words	<ul style="list-style-type: none"> • Write a diary in role • Write an informal letter in role • Playscript • Setting description • Recounts (Birds of Prey) • Non-chronological report • Character description • Poetry 			
Summer	Cosmic	<ul style="list-style-type: none"> • Informal advice letter • Persuasive email • Setting description • Persuasive debate • Instructions 			
	Power of Reading Text	Year 6 Writing Focus	Year 6 GPS Sentence/text	Year 6 GPS Punctuation	New Terminology
Autumn	Wolf Brother	<ul style="list-style-type: none"> • Persuasive letter • Historical fiction (Chapter 0) • Emotive letter 	Revisit and consolidate knowledge from Year 5 <ul style="list-style-type: none"> • Use of passive voice • The difference between informal and formal speech • Use of subjunctive forms e.g. were they to come • Linking ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, use of adverbials, use of ellipsis • Layout devices e.g. subheadings, columns, headings, columns, bullet points, tables to structure text 	<ul style="list-style-type: none"> • Semi colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list • Use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity e.g. man-eating shark 	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points
	The Last Wild	<ul style="list-style-type: none"> • Poems- Kennings and Haiku • Character description • Newspaper report 			
Spring	The Song from Somewhere Else	<ul style="list-style-type: none"> • Poem • Character description • Narrative • Debate • Non-chronological report 			
Summer	The Kingdom Revealed	<ul style="list-style-type: none"> • Narrative as the young king • Contrasting narratives • Descriptive poem. • Letter in role 			