

Writing Curriculum Bournes Green Junior School

Bournes Green Junior School Overview: Grammar, Punctuation, Spelling and Composition and Unit's of Work

At Bournes Green Infant School, we follow the Write Stuff approach to the teaching of writing by Jane Considine. We want children to learn about the components of great writing. Writing lessons have a sharp focus on the craft and construction of sentences and objectives are embedded through non-fiction, poetry or narrative units of work and spelling lessons. Through a strong, explicit modelling procedure, we teach writing through the following genres:

Narrative (story) and poetry

Non-fiction:

Year 3 and 4 – Instructions, explanation, diary, newspaper, biography and holiday brochure

Years 5 and 6 – biography, balanced argument, speech, formal letters and newspaper report.

Developing effective proficient writers by/through/using...

Year 3	Word Structure	Sentence Structure	Text Structure and Shape	Writerly Techniques & Vocabulary	Purpose and Impact	Punctuation	Terminology
	Formation of nouns using a range of prefixes, such as super-, anti-, auto- Add vowel suffixes to spell longer words Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Distinguish between the spellings of	Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of) Use subordinating clauses to add extra information	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs to mark relationships of time and cause (e.g. I <i>have written it down so we can check what he said</i>) Strategies to use to create flow e.g. pronouns, cohesive phrases, references back to previous point	Deploy poetic style to engage the reader Use repetition of key words for impact Use the word 'like' to build a simile e.g. her eyes were like... Use ambitious vocabulary- choose words that will have an effect on the reader	Write whole texts that are interesting, engaging or thoughtful Develop multiple ideas in a story enriched with descriptive detail Express a basic, viewpoint, an opinion or promote an idea e.g. I believe... Produce texts which are appropriate to reader and purpose Maintain the main feature of a genre/text type Content makes sense throughout the piece	Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)	conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, clause, subordinate clause determiner

	<p>common homophones See spelling book overview</p>		<p>Construct a cohesive piece with logical links/breaks Opening signalled in narrative and non-fiction e.g. Early one morning... Whales are the largest sea creatures...</p>				
Year 4	<p>Word Structure</p> <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p>Use further prefixes and suffixes and understand how to add them (spelling lists)</p> <p>Spell further homophones</p> <p>See spelling book overview</p>	<p>Sentence Structure</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>Use subordination clauses to add extra information when writing complex sentences.</p>	<p>Text Structure and Shape</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p>Opening signalled in narrative and non-fiction with content to capture reader's interest</p> <p>Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/draw conclusions</p>	<p>Writerly Techniques & Vocabulary</p> <p>Use the word 'as' to build a simile e.g. the train was as slow as a hearse</p> <p>Metaphors to create vivid images</p> <p>Language choices which are interesting and varied</p> <p>Ambitious vocabulary</p>	<p>Purpose and Impact</p> <p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Ideas are developed in detail (e.g. stories: in-depth description, non-fiction anecdotes, facts and reflections)</p> <p>Point of view maintained throughout the work Produce texts which are appropriate to reader and purpose</p> <p>Include all the features that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions)</p>	<p>Punctuation</p> <p>Secure use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <p>Use of commas after fronted adverbials</p>	<p>Terminology</p> <p>pronoun, possessive pronoun, adverbial, determiner</p>
Year 5	<p>Word Structure</p> <p>Converting nouns or adjectives into</p>	<p>Sentence Structure</p> <p>Relative clauses beginning with who,</p>	<p>Text Structure and Shape</p>	<p>Writerly Techniques & Vocabulary</p>	<p>Purpose and Impact</p>	<p>Punctuation</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Terminology</p> <p>relative clause,</p>

	<p>verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p> <p>See spelling book overview</p>	<p>which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Organise and present whole texts effectively that sequence and structure information</p> <p>Structure and organise writing with pace in narrative and supporting evidence in non-fiction</p>	<p>Use pathetic fallacy to mirror and extend characters emotions e.g. aspect of nature or weather reflects feeling</p> <p>Use pun to enhance double meaning of language e.g. The cheetah, a predatory cheater of the jungle</p> <p>Vocabulary for effect or emphasis e.g. technical terminology, vivid language</p>	<p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Ideas are developed in narrative and non-fiction Point of view is clear and controlled with elaboration</p> <p>Produce texts which are appropriate to reader and purpose</p> <p>Execute a text type/genre by including all features or adapt when required</p> <p>Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fiction e.g. language choices support the purpose</p>	<p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Use colons to introduce a list.</p> <p>Use hyphens to avoid ambiguity (e.g. man-eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>
Year 6	<p>Word Structure</p> <p>Apply learnt spelling rules into writing</p> <p>Prefixes and suffixes</p> <p>Use the appropriate words according to formality e.g. ‘discover’ or ‘find out’ or ‘request’ or ‘go in’ or ‘enter’</p>	<p>Sentence Structure</p> <p>Use of the passive voice to affect the presentation of information in a sentence</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining</p>	<p>Text Structure</p> <p>Navigate a reader through a text in a logical, chronological way or subvert this e.g. flashforward, opposing viewpoint</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of</p>	<p>Writerly Techniques & Vocabulary</p> <p>Personification to give human attributes to inanimate objects/things</p> <p>Precise and varied vocabulary to create particular stylistic effects</p>	<p>Purpose and Impact</p> <p>Write whole texts that are interesting, engaging or thoughtful</p> <p>Manipulates reader through telling of narrative e.g. use of humour or controls the direction on non-fiction through a range of strategies e.g. persuasive devices</p> <p>Convey a convincing viewpoint using the point of view of others to</p>	<p>Punctuation</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man-eating shark versus man-</p>	<p>Terminology</p> <p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>

	<p>Synonyms and antonyms for a word, choosing the degree of meaning required for the sentence</p> <p>See spelling book overview</p>	<p>meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech)</p>	<p>adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Apply paragraphs across a whole text to support the 'ease of engagement' for the reader</p>		<p>support and contrast writer's own opinion Produce texts which are appropriate to reader and purpose</p> <p>Choose style/genre features to maintain and challenge the readers interest e.g. elaborate detail in narrative or succinctness in a police report</p> <p>Adapt well-known genres to create different effects e.g. fairy tales with a twist exploring new viewpoint</p>	<p>eating shark, or recover versus re-cover)</p>	
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Writing Units of Work Overview KS2

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Year 3	<p>Narrative Adventure Stone Age Boy</p> <p>Poetry Haikus and Tankas</p> <p>Seaview Haiku – John Foster# Windy Day – John Foster Silver Aeroplane – John Foster Two Tanker Riddles – Marian Swinger</p>	<p>Non-Fiction Instructions How to Wash a Woolly Mammoth</p> <p>Narrative traditional tale The Magic Paintbrush</p>	<p>Narrative tragedy Flood</p> <p>Poetry Free Verse</p> <p>If I Were to Change the World (TWS)</p>	<p>Non-Fiction Explanation Street Beneath my Feet</p> <p>Narrative - romance The Blue Umbrella</p>	<p>Narrative story Wisp- a story of hope</p> <p>Poetry Questions and Answers Poems</p> <p>Registration – Alan Ahlburg Cool School – Michael Rosen</p>	<p>Non-Fiction Diary Secrets of an Egyptian Sun God</p> <p>Narrative suspense Wolves in the Walls</p>

Year 4	<p>Narrative mystery The Whale</p> <p>Poetry Limericks Loopy Limericks by John Foster</p>	<p>Non-Fiction Newspaper report The Creature (save our planet)</p> <p>Narrative story Feast by Disney</p>	<p>Narrative legacy Farther</p> <p>Poetry Metaphor poem The Sun – Wes Magee Don't be Scared by Carol Ann Duffy</p>	<p>Non-Fiction biography Nikola Tesla</p> <p>Narrative fantasy The Lost Thing</p>	<p>Narrative adventure Journey</p> <p>Non-Fiction holiday brochure</p>	<p>Narrative traditional tale Alladin and the Enchanted Lamp</p> <p>Poetry Still I Rise (TWS)</p>
Year 5	<p>Narrative adventure One Small Step by Taiko Studios</p> <p>Non-Fiction Journal Mars Transmission</p>	<p>Narrative fantasy The Flying Fantastic Books</p> <p>Poetry Personification Poems Winter -Olivia Kooker Snow and Snow – Ted Hughes Jack Frost – C.E Pike</p>	<p>Non-Fiction Biography David Attenborough</p> <p>Narrative Science Fiction Cosmic</p>	<p>Narrative The Nowhere Emporium by Ross McKenzie</p> <p>Poetry The Highwayman</p>	<p>Nonfiction Balanced Argument – screen use</p> <p>Narrative story The Present</p>	<p>Non-Fiction speech Plastic Pollution</p> <p>Poetry Simile and Metaphor Poem The Night Will Never Stay – Eleanor Farjeon Bluebottle – Judith Nichols <i>Windrush Child by John Agard</i></p>
Year 6	<p>Narrative story The Journey by Francesca Sanna</p> <p>Non-Fiction Letters from a Lighthouse WW2</p>	<p>Poetry Narrative poem The Moth</p> <p>Non-Fiction Non-chronological report – Origin of Species</p>	<p>Narrative adventure Kensuke's Kingdom</p> <p>Non-Fiction Speech Greta</p>	<p>Narrative romance Paperman – short film</p> <p>Poetry Blank Verse</p>	<p>Narrative Traditional Tale Hansel and Gretel</p> <p>Non-Fiction newspaper report Goldilocks</p>	<p>Narrative mystery The Graveyard Book</p> <p>Poetry Rap The Thinkers Rap TWS</p>