

Year 3/4/5/6	Term: Spring 2	Subject: Writing	
<p>Key Vocabulary:</p> <p>Yr 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p> <p>yr 4 determiner pronoun, possessive pronoun adverbial</p> <p>Yr 5 modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <p>Yr 6 subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>Key Questions:</p> <p>Why do you think...? What do you notice...? When might we...? How could you...? Explain to me... Prove to me... Tell me why...</p>	<p>Resources</p> <p>The Midnight Fox Writing templates</p>	<p>Cross-curricular links:</p> <p>Reading Speaking and listening Science – living things and their habitats</p>
<p>National Curriculum Objectives:</p> <p>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p> <p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice</p>			

and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

<p>Most children will be able to: compose a range of writing based on the novel.</p>	<p>Some children will be able to: compose writing with support to communicate feelings of characters.</p>	<p>Some children will have developed further and will be able to: compose a range of writing based on the novel, paying particular attention to the audience and purpose.</p>	
<p>Progression of Skills (Y3/4) <u>Y3</u> <u>Vocabulary, grammar and punctuation</u> Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. <u>Y4</u> <u>Vocabulary, grammar and punctuation</u> As above and: Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. <u>Y3</u> <u>Composition</u> Plan their writing by: Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning. Creating and developing settings for narratives.</p>		<p>Progression of Skills (Y5/6) <u>Y5</u> <u>Vocabulary, grammar and punctuation</u> Create and punctuate complex sentences using ed openers. Create and punctuate complex sentences using ing openers. Create and punctuate complex sentences using simile starters. Demarcate complex sentences using commas and explore ambiguity of meaning. Identify and use brackets and dashes <u>Y6</u> <u>Vocabulary, grammar and punctuation</u> As above and: Manipulate sentences to create particular effects. Use ellipsis to link ideas between paragraphs. Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man- eating shark. Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. <u>Y5</u> <u>Composition</u> Plan their writing by: Identifying the audience and purpose</p>	

Creating and developing characters for narrative.
Creating and developing plots based on a model.
Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.
Grouping related material into paragraphs.
Using headings and sub headings to organise information.
Evaluate, and edit by:
Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
Discussing and proposing changes with partners and in small groups.
Improving writing in the light of evaluation. Perform their own compositions by:
Using appropriate intonation, tone and volume to present their writing to a group or class.

Y4

Composition

As above and:

Plan their writing by:

Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.

Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.

Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.

Draft and write by:

Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.

Planning and writing an opening paragraph which combines the introduction of a setting and character/s.

Organising paragraphs in narrative and non-fiction.

Linking ideas within paragraphs e.g. fronted adverbials for when and where.

Selecting the appropriate language and structures.
Using similar writing models.
Noting and developing ideas.
Drawing on reading and research.
Thinking how authors develop characters and settings (in books, films and performances).

Draft and write by:

Selecting appropriate grammar and vocabulary.

Blending action, dialogue and description within and across paragraphs.

Using devices to build cohesion (see VGP column).

Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.

Evaluate and edit by:

Assessing the effectiveness of own and others' writing in relation to audience and purpose.

Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Ensuring consistent and correct use of tense throughout a piece of writing.

Ensuring consistent subject and verb agreement.

Proofreading for spelling and punctuation errors. Perform own compositions for different audiences:

Using appropriate intonation and volume.

Adding movement.

Ensuring meaning is clear.

Y6

Composition

As above and:

Plan their writing by:

Identifying audience and purpose.

Choose appropriate text-form and type for all writing.

Selecting the appropriate language and structures.

Drawing on similar writing models, reading and research.

Using a range of planning approaches e.g. storyboard, story

Generating and select from vocabulary banks
e.g. powerful adverbs, adverbial phrases, technical language,
persuasive phrases, alliteration appropriate to text type.

Evaluate and edit by:

Proofreading to check for errors in spelling, grammar and
punctuation in own and others' writing.

Discussing and proposing changes with partners and in small
groups.

Improving writing in light of evaluation

Perform own compositions for different
audiences

Use appropriate intonation, tone and volume to present their writing
to a range of audiences.

Y3/4

Spelling

Use further prefixes and suffixes and understand how to add them.

Spell further homophones.

Spell words that are often misspelt.

Y3

Handwriting

Increase the legibility, consistency and quality of handwriting

Y4

Handwriting

Write fluently

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mountain, discussion group, post-it notes, ICT story planning.

Draft and write by:

Selecting appropriate vocabulary and language effects, appropriate
to task, audience and purpose, for precision and impact.

Introducing and developing characters through blending action,
dialogue and description within sentences and paragraphs e.g. Tom
stomped into the room, flung down his grubby, school bag and
announced, through gritted teeth, "It's not fair"

Using devices to build cohesion.

Deviating narrative from linear or chronological sequence e.g.
flashbacks, simultaneous actions, time-shifts.

Combining text-types to create hybrid texts e.g.
persuasive speech.

Evaluating, selecting and using a range of organisation and
presentational devices for different purposes and audiences.

Finding examples of where authors have broken conventions to
achieve specific effects and using similar techniques in own writing
e.g. repeated use of 'and' to convey tedium, one word sentence.

Make conscious choices about techniques to engage the reader
including appropriate tone and style e.g. rhetorical questions, direct
address to the reader.

Use active and passive voice to achieve intended effects e.g. in
formal reports, explanations and mystery narrative.

Evaluate and edit by:

Reflecting upon the effectiveness of writing in relation to audience
and purpose, suggesting and making changes to enhance effects
and clarify meaning.

Proofreading for grammatical, spelling and punctuation errors.

Evaluate and improve performances of compositions focusing on:
Intonation and volume.

Gesture and movement.

Audience engagement.

Y5/Y6

Spelling

	<p>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use further prefixes and suffixes and understand the guidelines for adding them. Continue to distinguish between homophones and other words which are often confused. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.</p> <p>Y5 Handwriting Write fluently. Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram.</p> <p>Y6 Handwriting As above and: Write with increasing speed. Choosing the writing implement that is best suited for a task (e.g. quick notes, letters). §</p>
Planned Learning Experiences:	Assessment Opportunities and Learning Outcomes:
Session 1 – Session 5:– Tom’s feelings about being sent to his aunties Letter	Letter and poem
Learning Objective: I can write a letter explaining my feelings. Activity: Reading aloud, discussion, role play, freeze frame, thought tracking, drawing and annotation, shared writing and writing in role in order to gain an insight into characters and events.	
Session 6 session 11: Tom’s experience of discovering the fox - poem	
Learning Objective: I can write a narrative poem about the black fox. Activity: re-reading, visualising, discussion, note taking, story mapping, word collections, shared and individual poetry writing.	

Session 12 – session 16: explore Tom’s dilemma by discussion and debate. Balanced argument: Should fox hunting be banned?	Balanced argument on fox hunting
Learning Objective: I can write a balanced argument based on the fox hunting. Activity: Discussion and debate on why fox hunting should/shouldn’t be banned. Writing a balanced argument.	
Session 17 – session 21: Newspaper report on events in the story.	Completed newspaper article
Learning Objective: I can write a newspaper report. Activity: In order to express characters’ viewpoints children will explore through drama, writing in role, freeze frame, thought tracking and write collaboratively.	