



Bure Park Primary School

Subject English – Writing

- **Overview & Rationale**
- **Scheme of Work**
- **Progression of Skills & Year Group End Point**

English Narrative

At Bure Park Primary School, we intend to give our children a secure understanding of phonic knowledge and the ability to apply it. We aim to inspire a genuine love of reading and the motivation and resilience to become an independent writer. For us literacy is more than being able to read and write. It is about having the cultural literacy, fluency and enjoyment of words that allows them to operate at a high level and engage fully in the world around them.

We offer a broad, exciting and creative curriculum which places English at the very heart. Reading and writing are taught on a daily basis, both in discrete English lessons and then embedded throughout the curriculum.

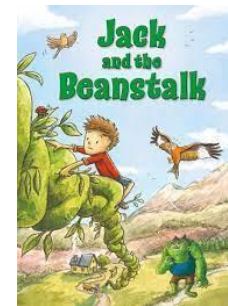
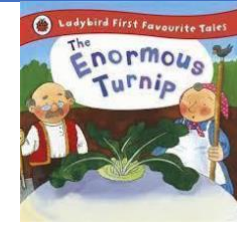
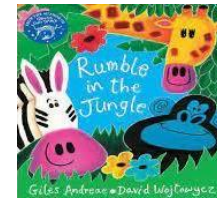
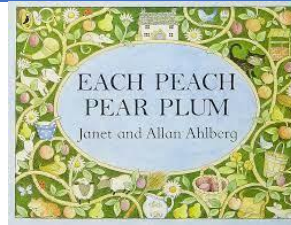
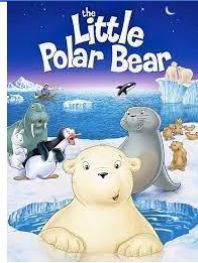
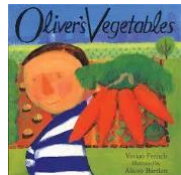
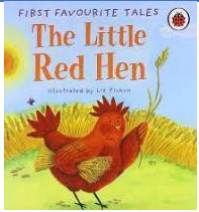
Writing

All writing at Bure Park is topic based and begins with a high-quality text. This text is interrogated by the children to find the purpose for writing it and the techniques used to achieve this. The children are actively involved in creating a working wall which guides them through the writing process of explore, plan, draft and edit. The children's writing always leads to an outcome which is published and celebrated.

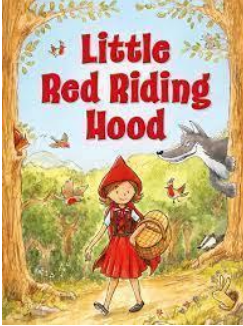
Early Years Foundation Stage

Nursery

Term 1 Me and My World	Term 2 Let's celebrate	Term 3 Winter Worlds	Term 4 Spring has Sprung	Term 5 Faraway Lands	Term 6
					



Writing – Reception

Term 1 Super Duper You	Term 2 Toys Past and Present	Term 3 Winter Worlds	Term 4 Wolves	Term 5 Faraway Lands	Term 6 Growing and Changing
	  	  	  	 	 

Other books related to children's interest are included throughout the year.

Writing opportunities

I – Lists, labels, captions (cross curricular)

E – repetitive, simple retellings

Informal letters (greetings cards)

I - Simple fact file pages (animals)

E – acrostic poems (single words)

E – simple rhyming couplets

I – simple posters (heading and sentence and picture)

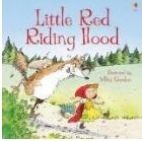
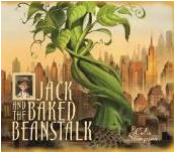
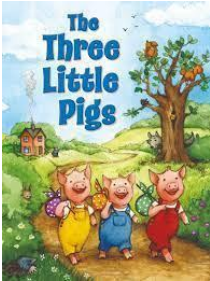
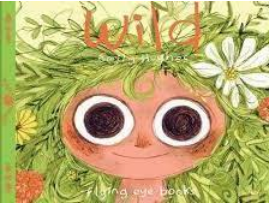
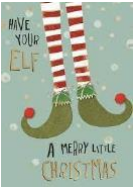
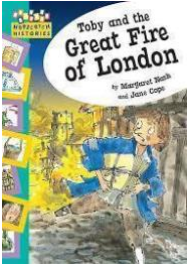
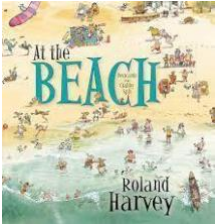
I/E – simple noun phrases (short descriptions)

Key Stages 1 & 2

Writing Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Include...</p>  <p>Labels, lists and captions (I) Character descriptions (noun phrases) (E)</p>	<p>Include...</p>  <p>Labels and headings Poster Fact file Cards/letters (I)</p>	 <p>Recordings of reciting poems</p>  <p>Character descriptions Wanted Posters Oral retelling stories Written retelling Mixed up tales (E)</p>	  <p>Simple sentences (I) Retelling of Katie in London (E)</p> <p>Spring/Easter Acrostic poems (E) Retelling the Easter Story (E)</p>	 <p>Fact files (I)</p>  <p>Sentence construction work</p>  <p>Alien names</p>	 <p>Recordings of recited poems (E)</p>  <p>Instructions (I)</p>  <p>Retelling of Bloom</p>

Writing Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
  Sentence level work  Outcome E – re-write Three Little Pigs ending Character description (E) AUTUMN POEMS	 Outcome Instant write – character description (E) E – Setting description  Outcome E – Character description	Outcome E – Haiku FIRE SAFETY TALK Outcome I – Safety Poster	 Outcome Instant write – setting description (E) I – Diary entry Magic Grandad Video	 Outcome Instant write – diary of Easter holiday (I) E/I – letter	Outcome I – Instructions I - Non-chronological report

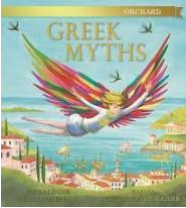


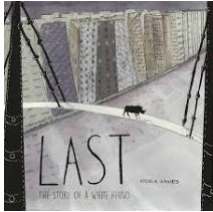
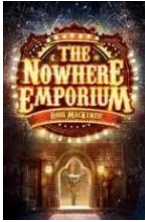
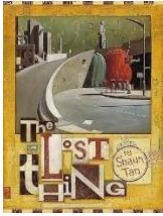
Writing – Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Outcomes Shape Poem (E) Setting description (E)</p>	 <p>Outcomes: Instant write – setting description (E) Non-chronological report (I) Letter (I)</p>	 <p>Outcomes: Diary entry (I) Narrative (E)</p>	 <p>Outcomes Non-chronological report (I) Acrostic poem (E)</p>	 <p>Outcomes: Recount (E) Biography (I) Character description (E)</p>	 <p>Outcomes: Letter (I) Newspaper report (I)</p>

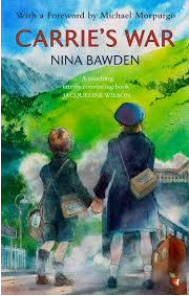
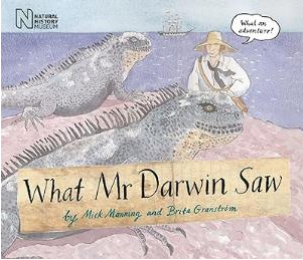

Writing – Year 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Traditional Poem (E)</p>  <p>Story opener (E)</p>	 <p>Outcomes: Persuasive poster (P) Newspaper report (I)</p>	 <p>Outcomes: Persuasive poster (P) Formal letter (I/P)</p>	 <p>Outcomes: Diary entry (I) Setting description (E)</p>	 <p>Outcomes: non-chronological report (I/E) Haiku (E)</p>	 <p>Outcomes: Playscript (E) Dilemma story (I/E)</p>

Writing – Year 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Outcomes: Character Description (E)</p> <p>Yr5 – Persuasive Letter to Hades (P)</p> <p>Letter to Miss Moon (P)</p>	 <p>Outcomes:</p> <p>Instant write – setting description (E)</p> <p>Dialogue (E)</p> <p>Newspaper report (I)</p>	 <p>Outcomes:</p> <p>Instant write : Dialogue (E)</p> <p>Instant write: Diary entry (I) x 2</p> <p>Discussion text (D)</p>	 <p>Instant write : Dialogue (E)</p> <p>Instant write: Discussion (D)</p> <p>Instant write: Newspaper article (I)</p> <p>Information text (I)</p>	 <p>Outcomes:</p> <p>Setting description (E)</p> <p>Suspenseful opener (E)</p> <p>Persuasive advert (P)</p>	 <p>Outcomes:</p> <p>Instant write: Diary entry (I)</p> <p>Instant write: Persuasive poster (P)</p> <p>Instant write: Character description (E)</p> <p>Story (E)</p>

Writing – Year 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Outcomes: Informal Letter (E)</p> <p>Discussion (D)</p> <p>Instant Write: Diary entry (E)</p>	 <p>Outcomes: Non-Chronological report (I)</p> <p>Biography (I)</p> <p>Instant Write: Description</p>	 <p>Outcomes: Suspenseful narrative opener (E)</p> <p>Character and setting description focusing on <i>Grendel</i> (E)</p> <p>Instant Write Poem (E)</p>	 <p>Newspaper Report (I)</p> <p>Instant Write: Character Description (E)</p>	 <p>Outcomes: Suspenseful opener (E)</p> <p>Instant write: Setting description</p>	<p>Geography North or South America</p> <p>Outcomes: Non-chronological report (I)</p> <p>Instant write: Poem (E)</p>

Year 1			
	Transcription	Composition	Grammar and Punctuation
	<p>Spelling – children can... Identify known phonemes in unfamiliar words. Use syllables to divide words when spelling. Use what they know about alternative phonemes to narrow down possibilities for accurate spelling. Use the spelling rule for adding ‘s’ or ‘es’ for verbs in the 3rd person singular. Name all the letters of the alphabet in order. Use letter names to show alternative spellings of the same phoneme.</p> <p>Handwriting- children can... Sit correctly at a table, holding a pencil comfortable and correctly. Form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9</p>	<p>Children can... Compose a sentence orally before writing it. Sequence sentences in chronological order to recount and event or experience. Re-read what I have written to check that it makes sense. Leave spaces between words. Know how the prefix ‘un’ can be added to words to change meaning. Use the suffixes ‘s’, ‘es’, ‘ed’, and ‘ing’ within writing.</p> <p>Edit – capital letters and full stops/question marks/exclamation marks</p>	<p>Sentence structure – children can ... Combine words to make a sentence. Join two sentences using ‘and’. Text structure Sequence sentences to form a narrative.</p> <p>Punctuation - children can ... Separate words using finger spaces. Use capital letters to start a sentence. Use a full stop to end a sentence. Use a question mark. Use an exclamation mark. Use capital letters for names. Use ‘I’</p>

Year 2			
	Transcription	Composition	Grammar and Punctuation
	<p>Spelling – children can... Segment spoken words into phonemes and record these as graphemes. Spell words with alternative spellings, including a few common homophones. Spell longer words using suffixes such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’. Use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Identify phonemes in unfamiliar words and use syllables to divide words.</p> <p>Handwriting children can... Form lower-case letters of the correct size relative to one another. Can begin to use some of the diagonal and horizontal strokes needed to join letters. Show they know which letters are best left unjoined. Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters</p>	<p>Children can... Write narratives about personal experiences and those of others, both real and fictional. Can write for different purposes, including real events. Can plan and discuss the content of writing and record ideas. Orally rehearse structured sentences or sequences of sentences.</p> <p>Edit – children can... Evaluate their own writing independently, with friends or with an adult. Can proof-read and correct errors in spelling and punctuation</p>	<p>Sentence structure – children can ... Use subordination and co-ordination. Use expanded noun phrases. Say how the grammatical patterns in a sentence indicate its function.</p> <p>Text structure- children can... Consistently use the present tense and past tense correctly. Use the progressive forms of verbs in the present and past tense.</p> <p>Punctuation – children can... Use capital letters for names of people, places, day of the week and the personal pronoun ‘I’. Correctly use question marks and exclamation marks Use commas to separate items in a list. Use apostrophes to show where letters are missing and to mark singular possession in nouns.</p>

Year 3			
	Transcription	Composition	Grammar and Punctuation
	<p>Spelling – children can... Spell words with additional prefixes and suffixes and understand how to add them to root words. Recognise and spell homophones. Use the first two or three letters of a word to check its spelling in a dictionary. Spell words correctly which are in a family. Spell the commonly mis-spelt words from the Y3/4 word list. Identify the root in longer words.</p> <p>Handwriting- children can... Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters should be left unjoined.</p>	<p>Children can... Discuss models of writing, noting its structure, grammatical features and use of vocabulary (analyse a text). Compose sentences using a wider range of structures. Use a range of sentences with more than one clause by using a range of conjunctions. Write a narrative with a clear structure, setting, characters and plot. Write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>Edit- children can... Suggest improvements to their own writing and that of others. (Book on book) Make improvements to grammar, vocabulary and punctuation. (Nouns, verbs, adjectives, adverbs) Proof-read to check for errors in spelling and punctuation.</p>	<p>Sentence structure – children can ... Express time, place and cause by using conjunctions, adverbs and prepositions.</p> <p>Text structure- children can... Begin to use paragraphs. Use headings and sub headings. Use the present perfect form of verbs instead of the simple past.</p> <p>Punctuation – children can... Begin to use inverted commas to punctuate direct speech.</p>

Year 4			
	Transcription	Composition	Grammar and Punctuation
	<p>Spelling – children can... Spell words with prefixes and suffixes and can add them to root words. Recognise and spell homophones. Use the first two or three letters of a word to check a spelling in a dictionary. Spell the commonly mis-spelt words from the Y3/4 word list.</p> <p>Handwriting- children can... Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters should be left unjoined. Use handwriting that is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Children can... Compose sentences using a range of sentence structures. Orally rehearse a sentence or a sequence of sentences. Use a range of sentences which have more than one clause (fronted adverbial, range of subordinating conjunctions) Write a narrative with a clear structure, setting and plot. Use direct speech in my writing and punctuate it correctly. Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Use the perfect form of verbs to mark the relationship of time and cause.</p> <p>Edit- children can... Suggest improvements to their own writing and that of others. (Book on book) Make improvements to grammar, vocabulary and punctuation. (Nouns, verbs, adjectives, fronted adverbials, subordinating conjunctions) Proof-read to check for errors in spelling and punctuation.</p>	<p>Sentence structure – children can ... Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. Use fronted adverbials.</p> <p>Text structure- children can... Write in paragraphs. Make an appropriate choice of pronoun and noun within and across sentences.</p> <p>Punctuation- children can... Use inverted commas and other punctuation to indicate direct speech. Use apostrophes to mark plural possession. Use commas after fronted adverbials.</p>

Year 5			
	Transcription	Composition	Grammar and Punctuation
	<p>Spelling – children can... Form verbs with prefixes. Convert nouns or adjectives into verbs by adding a suffix. Understand the rules for adding prefixes and suffixes Spell words with silent letters. Distinguish between homophones and other words which are often confused. Spell the commonly mis-spelt words from the Y5/6 word list. Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. Use a thesaurus. Use a range of spelling strategies.</p> <p>Handwriting- children can...</p> <p>Choose the style of handwriting to use when given a choice. Choose the handwriting that is best suited for a specific task. Use joined handwriting that is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Children can... Discuss the audience and purpose of the writing (analyse a text). Start sentences in different ways. Use the correct features and sentence structure matched to the text type we are working on. Develop characters through action and dialogue. Establish a viewpoint as the writer through commenting on characters and events. Use grammar and vocabulary to create an impact on the reader. Use stylistic devices to create effects in writing. Add well-chosen detail to interest the reader. Summarise a paragraph. Organise my writing into paragraphs to show different information or events.</p> <p>Edit- children can... Suggest improvements to their own writing and that of others. (Book on book) Make improvements to grammar, vocabulary and punctuation to impact the audience (keep it, bin it, build it). Proof-read to check for errors in spelling and punctuation.</p>	<p>Sentence structure – children can ... Use relative clauses. Use adverbs or modal verbs to indicate a degree of possibility.</p> <p>Text structure- children can... Build cohesion between paragraphs. Use adverbials to link paragraphs. Use brackets, dashes and commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.</p>

Year 6			
	Transcription	Composition	Grammar and Punctuation
	<p>Spelling – children can... Convert verbs into nouns by adding a suffix. Distinguish between homophones and other words which are often confused. Spell the commonly mis-spelt words from the Y5/6 word list. Understand that the spelling of some words need to be learnt specifically. Use any dictionary or thesaurus. Use a range of spelling strategies and tools.</p> <p>Handwriting – Children can... Choose the style of handwriting to use when given a choice. Choose the handwriting that is best suited for a specific task. Use joined handwriting that is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>Children can... Identify the audience for and purpose of the writing. Choose the appropriate form and register for the audience and purpose of the writing. Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. Use a range of sentence starters to create specific effects. Use developed noun phrases to add detail to sentences. Use the passive voice to present information with a different emphasis. Use commas to mark phrases and clauses. Sustain and develop ideas logically in narrative and non-narrative writing. Use character, dialogue and action to advance events in narrative writing. Summarise a text, conveying key information in writing.</p> <p>Edit- children can... Suggest improvements to their own writing and that of others. (Book on book) Make improvements to grammar, vocabulary and punctuation to impact the audience (keep it, bin it, build it). Proof-read to check for errors in spelling and punctuation.</p>	<p>Sentence structure – children can ... Use the passive voice. Vary sentence structure depending whether formal or informal.</p> <p>Text structure- children can... Use a variety of organisational and presentational devices correct to the text type. Write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>Punctuation- children can... Use the semi-colon, colon and dash. Use the colon to introduce a list and semi-colon within lists. Use a hyphen to avoid ambiguity.</p>

