



## HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING

### English - Writing

**Purpose of study:** English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims:** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Spoken language:** The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing.

These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### **Spelling, vocabulary, grammar, punctuation and glossary**

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.



		T1 & T2	T3 & T4	T5 & T6
Punctuation	Y3: Use correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction			
	Y4: Use correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, commas after a fronted adverbial (Year 4)			
	Y5: Use correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, commas for clarity, punctuation for parenthesis			
	Y6: Use correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, commas for clarity, punctuation for parenthesis. Make some correct use of: semi – colons, dashes, colons, hyphens, bullet points			
Punctuation	Y3: Begin to use inverted commas for speech.			
	Y4: Use mostly correctly: inverted commas.			
	Y5: Use mostly correctly: inverted commas. Create atmosphere and integrate dialogue to convey character and advance action.			
	Y6: Use mostly correctly: inverted commas. Create atmosphere and integrate dialogue to convey character and advance action.			
Punctuation	Y3: apostrophes for singular possession (Year 2)			
	Y4: apostrophes for possession - singular and plural (Year 4)			
	Y5: apostrophes for possession singular and plural (Year 4)			
	Y6: apostrophes for possession singular and plural			
Sentence	Y3: Use different verb forms mostly accurately.			
	Y4: Use different verb forms mostly accurately.			
	Y5: Use a range of modal verbs mostly appropriately.			

	Y6: Select verb forms for meaning and effect.			
Sentence	Y3: Use expanded noun phrases for description and specification. Year 2 (Including 2A sentences)			
	Y4: Use expanded noun phrases with modifying adjectives, nouns. Use preposition phrases to add detail, qualification and precision.			
	Y5: Use expanded noun phrases			
	Y6: Use expanded noun phrases to add detail, qualification and precision.			
		T1 & T2	T3 & T4	T5 & T6
Spelling	Y3: Spell most words correctly (Year 3 and 4 list). Use a or an according to whether the next word begins with a consonant or vowel. (Year 3)			
	Y4: Spell most words correctly (Year 3 and 4 list).			
	Y5: Spell most words correctly (Year 5 and 6 list).			
	Y6: Spell most words correctly (Year 5 and 6 list).			
Word	Y3: Describe settings and characters.			
	Y4: Use adjectival and adverbial phrases to add detail, qualification and precision.			
	Y5: Use adjectival and adverbial phrases			
	Y6: Use a range of adjectives or adverbs in their writing.			
Use a range of sentence types – Alan Peat.	Y3: (Y2:2A sentences, BOYS sentences, What + ! sentences, Verb next verb sentences) All the w's sentences, BABS sentences, List sentences, Simile, Noun, which/who/where sentences			
	Y4: 3_ed sentences, Personification of weather, Emotion word, (comma), The more, the more sentences, (the less, the less), 2 pairs sentences, Short sentences			
	Y5: Verb, person sentences, Many questions sentence, If, if, if, sentences, Some; others sentences, 3 bad - (dash) question?, De:De Sentences			
	Y6: Personification of weather sentences, _ing, _ed sentences, P.C. sentences, Ad, same ad sentences, (ad - adjective), O. (I.) sentences			
Vocabulary	Y3: Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly. To include appropriate Alan Peat sentences.			

	Y4: Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly. To include appropriate Alan Peat sentences.			
	Y5: Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly. To include appropriate Alan Peat sentences.			
	Y6: Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly. Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.			
Handwriting	Y3: Produce legible joined handwriting			
	Y4: Produce legible joined handwriting			
	Y5: Produce legible joined handwriting			
	Y6: Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.			
		T1 & T2	T3 & T4	T5 & T6
Sentence	Y3: Begin to use paragraphs to organise ideas. Use some cohesive devices within and across sentences and paragraphs.			
	Y4: Use paragraphs to organise ideas. Use some cohesive devices within and across sentences and paragraphs.			
	Y5: Use some cohesive devices within and across sentences and paragraphs.			
	Y6: Build cohesion across paragraphs, including adverbials (of time, place, manner & frequency) within and across paragraphs.			
Sentence	Y3: Use conjunctions to express when, where, why / how. Use adverbs to express time, place or cause. (All the W's) Use prepositions to express time, place or cause.			
	Y4: Use pronouns and nouns appropriately within and across sentences to aid cohesion and avoid repetition. Use coordinating and subordinating conjunctions.			
	Y5: Use preposition phrases. Use a range of clause structures, sometimes varying their position within the sentence. Use relative clauses beginning with who, which, where, when, whose, that.			
	Y6: Use preposition phrases or adverbial phrases, to add detail, qualification and precision. Use a wide range of clause structures, sometimes varying their position within the sentence. Use a range of active and passive verbs mostly appropriately. Use a range of modal verbs mostly appropriately.			
Sentence	Y3: Use authorial techniques as appropriate – rhetorical questions, figurative language and similes			
	Y4: Use authorial techniques as appropriate – rhetorical questions, figurative language, similes and metaphor			
	Y5: Use authorial techniques as appropriate – rhetorical questions, figurative language, similes and metaphor			

	Y6: Use authorial techniques as appropriate – rhetorical questions, figurative language, similes and metaphor			
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S.E.N. – Before I move on...statutory requirement    **MUST** – working towards expected level    **SHOULD** – working at expected level    **COULD**