

'A CURRICULUM TO INSPIRE'

What Make a Great Mountfields Lodge Writer?

- Be able to **explore** with their imagination and use the skills to engage readers and enjoy their writing
- Be able to write fluently and with interesting detail on a number of topics to **communicate** throughout our curriculum.
- Have an extensive and rich vocabulary and excellent knowledge of writing techniques to **communicate** through writing.
- Have excellent transcription skills so that their work is well presented, correctly punctuated and spelled correctly.
- **Persevere** through the essential process of writing to be excellent at drafting and redrafting, editing and checking their writing **independently**.
- A love of writing and an appreciation of its educational, cultural and entertainment value.

Aim High Reach for the Sky!



Progression Map for English – How to be a Writer

Objective	Y1/2	Y3/4	Y5/6
Composition To write with purpose	Say first and then write to tell others about ideas.	Write for a wide range of purposes using the main features identified in reading.	Be able to identify the audience for writing.
	Write for a variety of purposes.	Use techniques used by authors to create characters and settings.	Choose the appropriate form of writing using the main features identified in reading.
	Use some of the characteristic features of the type of writing used.	Compose and rehearse sentences orally.	Note, develop and research ideas
	Plan by talking about ideas, writing notes and creating and text maps	Plan by talking, making notes and making text maps in a variety of ways – story grids and boxing up	Plan their writing using their chosen method
	Write, review and improve.	Plan, write, edit and improve their writing with growing independence	Plan, draft, write, edit and improve their writing independently
To use imaginative description	Use well-chosen adjectives to add detail	Create characters, settings and plots.	Use the techniques that authors use to create characters, settings and plots.
	Use nouns and pronouns for variety	Use similes effectively.	Create vivid images by using alliteration, similes, metaphors and personification.
	Choose interesting verbs	Use alliteration effectively.	Interweave descriptions of characters, settings and atmosphere with dialogue.
	Use some adverbs for extra detail.	Use effective verbs, adverbs precise nouns and adjectives to build descriptions of characters and	Secure independent planning across story types using 5 part story structure . Include suspense, cliff hangers,



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		settings	flashbacks/forwards, time slips
	Plan stories using story mountains and 5 part structure	Plan stories using the 5 part structure and story mountains	
To organise their writing appropriately	Re-read writing to check it makes sense.	Re-read writing to check it makes sense	Guide the reader by using a range of organisational devices, including a range of connectives. within and between paragraphs(see connectives and sentences signposts)
	Use the correct tenses	Use organisational devices such as headings and sub headings. Bullet points and diagrams	Choose effective grammar and punctuation and propose changes to improve clarity.
	Organise writing in line with its purpose including using some organisational devices such sub headings and grouping related ideas in sections	Use the perfect form of verbs to mark relationships of time and cause.	Ensure correct use of tenses throughout a piece of writing.
	Write about more than one idea using different sections	Use connectives that signal time, shift attention, inject suspense and shift the setting (see /connectives and sentence signposts)	Write paragraphs that give the reader a sense of clarity , cohesion and direction in both fiction and non-fiction writing.
		Organise paragraphs around a theme	
		Organise stories into paragraphs based around the 5 part story structure	
		Decide how to sequence paragraphs	
	Use Sentences appropriately	Write so that other people can understand the meaning of sentences.	Use a mixture of simple, compound and complex sentences.
Sequence sentences to form a		Write sentences that include:	

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	short narrative.	<ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • brackets • parenthesis <ul style="list-style-type: none"> • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
	Convey ideas sentence by sentence.	Write sentences that start in a variety of ways including –ed . ing clauses	
	Join sentences with conjunctions and connectives.		
	Vary the way sentences begin.		
Use long sentences for description and short sentences for emphasis.			
Transcription Neat presentation	Sit correctly and hold a pencil correctly.	Join letters, deciding which letters are best left un-joined. <ul style="list-style-type: none"> • Make handwriting legible by ensuring down-,strokes of letters are parallel and letters are spaced appropriately. 	Write fluently and legibly with a personal style.
	Begin to form lower-case letters correctly starting and finishing in the correct place.		
	Form capital letters. <ul style="list-style-type: none"> • Form digits 0-9. • Understand letters that are formed in similar ways. 		
	Form lower-case letters of a consistent size.		

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	<ul style="list-style-type: none"> • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 		
Spelling	Spell words containing 40+ learned phonemes.	Use prefixes and suffixes and understand how to add them.	Use prefixes, applying guidelines for adding them.
	Spell common exception words (the, said, one, two and the days of the week).	Learn to spell further homophones	Spell some words with silent letters (knight, psalm solemn).
	Name letters of the alphabet in order. • Use letter names to describe spellings of words.	Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).	Distinguish between homophones and other words that are often confused.
	Add prefixes and suffixes – adding s or es to make plural nouns and s to make the third person singular.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
	Use suffixes where no change to the spelling of the root word is needed: helping , helped , helper , eating , quicker , quickest .	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
	Add suffixes –ment, -ful, -less, -ness and -ly	Use a thesaurus	
	Use spellings rules. • Write simple sentences dictated by the teacher.		



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	•Segmenting words into phonemes and represent them with the correct graphemes.		
	Learn some new ways of spelling phonemes for one or more spelling are already known		
	Learn to spell the contracted form of words correctly using a nan apostrophe - can't		
	Use the possessive apostrophe. (singular) (for example, the girl's book)		
	To spell and use the homophones There, their and they're correctly.		
	To spell other high frequency homophones correctly.		
Punctuation and Grammar	Leave spaces between words.	Be able to extend the range of sentences with more than one clause by using conjunctions including; when, if, because, although, since and however.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
	Use the word 'and' to join words and sentences	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Using passive verbs to affect the presentation of information in a sentence.
	Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.	Use fronted adverbials as 'where, when or how' sentence starters.	Using the perfect form of verbs to mark relationships of time and cause.



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	Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.	Using prepositions to place the action in a place, in time or show cause.	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
		Use the present perfect form of verbs in contrast to the past tense	
	Use sentences with different forms: statement, question, exclamation and command.	Use commas after fronted adverbials	Using expanded noun phrases to convey complicated information concisely.
	Embellish sentences using adjectives.	Use 'drop in a relative clause' using who, which or that.	Using commas to clarify meaning or avoid ambiguity in writing.
	Use coordinating conjunctions- and, so, but, or in compound sentences	Write sentences of three for description and action.	Use a range of punctuation including: hyphens to avoid ambiguity and brackets, dashes or commas to indicate parenthesis.
	Use the subordinating conjunctions – if, that, when, because, when, while, until	Use the apostrophes to indicate a possession including with plural nouns.	Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list.
	Use the present and past tenses correctly, including the progressive form. eg. She was running	Using full punctuation for direct speech.	Punctuating bullet points consistently.
			Move clauses around in a sentence for effect and emphasis.



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Understand terminology and analyse writing	Discuss writing with the teacher and other pupils		
	<p>Use and understand grammatical terminology in discussing writing:</p> <p>Year 1 letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p> <p>Year 2 Noun verb, tense (past, present), adjective ,adverb, noun, Noun phrase, suffix, apostrophe, comma. Speech mark</p> <p>Simile Alliteration</p>	<p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Year 3 word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. Bossy verb (imperative), clause, subordinate clause, determiner, synonym, colon for instructions, generaliser.</p> <p>Year 4 pronoun, possessive pronoun, adverbial Fronted adverbial Onomatopoeia Rhetorical question</p>	<p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Year 5 Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, ellipsis, determiner, cohesion, ambiguity. Metaphor Personification</p> <p>Year 6 active and passive voice, subject and object, hyphen, synonym and antonym colon, semi-colon,</p>

