

Curriculum Map - Writing

Curriculum Area: Writing- Narrative

Curriculum Intent: At Hilldene Primary School, we strive to enthuse, inspire and develop a love for writing. We aim to help our pupils to develop into articulate and imaginative communicators, who are well equipped with the basic skills as well as a genuine love of writing.

The development of writing is introduced from the day our pupils join our school. Writing starts from mark making and putting together their first written words to writing well thought out, detailed sentences that tell a story or share information. We aim to enable pupils through an experience-led and text-based approach; that allows them to understand vibrant and challenging vocabulary and sentence structure that they can apply in their everyday writing.

As a school, we work together to ensure that our pupils understand how widely writing is used in everyday life, therefore, how important and useful the skills are that they are learning. Close links are made across the curriculum to provide pupils with purposeful and meaningful opportunities to write.

We believe that writing skills must be embedded during a pupil's time at Hilldene Primary School through carefully planned opportunities that allow them to become passionate and well skilled writers.

Narrative							
<u>Writing Composition</u>	EYFS Writing (PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Skills taught:</p> <p>Children use their phonic knowledge to write ways in ways that match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves.</p> <p>Some words are spelt correctly and others are</p>	<p>Skills taught:</p> <p>To be able to write sentences by saying out loud what they are going to write about.</p> <p>To be able to write sentences by composing a sentence orally before writing it.</p> <p>To be able to write sentences by sequencing sentences to form short narratives.</p> <p>To be able to write sentences by re-reading what they have written to check that it makes</p>	<p>Skills taught:</p> <p>To be able to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>To be able to consider what they are going to write before beginning</p>	<p>Skills taught:</p> <p>To be able to write sentences by saying out loud what they are going to write about</p> <p>To be able to write sentences by composing a sentence orally before writing it.</p> <p>To be able to write sentences by sequencing sentences to form short narratives.</p> <p>To be able to write sentences by re-reading what they have written to check that it makes</p>	<p>Skills taught:</p> <p>To be able to write sentences by saying out loud what they are going to write about.</p> <p>To be able to write sentences by composing a sentence orally before writing it.</p> <p>To be able to write sentences by sequencing sentences to form short narratives.</p> <p>To be able to write sentences by re-reading what they have written to check that it makes</p>	<p>Skills taught:</p> <p>To plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models.</p> <p>To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>To plan their writing in writing narratives, considering how authors have developed characters and settings</p>	<p>Skills taught:</p> <p>To plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models.</p> <p>To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>To plan their writing in writing narratives, considering how authors have developed characters and settings</p>

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	phonically plausible.	sense. To be able to discuss what they have written with the teacher or other pupils. To be able to read aloud their writing enough to be heard by their peers and the teacher.	by writing down ideas and/or keywords, including new vocabulary. To be able to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. To be able to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). To read aloud what they have written with appropriate intonation to make the meaning clear.	sense. To be able to discuss what they have written with the teacher or other pupils. To be able to read aloud their writing clearly enough to be heard by their peers and the teacher.	sense. To be able to discuss what they have written with the teacher or other pupils. To be able to read aloud their writing clearly enough to be heard by their peers and the teacher.	in what pupils have read, listened to or seen performed. To be able to write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. To be able to draft and write by precising longer passages. To be able to draft and write by using a wide range of devices to build cohesion within and across paragraphs. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing. To be able to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. To be able to evaluate and edit by ensuring correct subject and verb	in what pupils have read, listened to or seen performed. To be able to write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. To be able to draft and write by precising longer passages. To be able to draft and write by using a wide range of devices to build cohesion within and across paragraphs. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing. To be able to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. To be able to evaluate and edit by ensuring correct subject and verb
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						agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
						To be able to evaluate and edit by proof-read for spelling and punctuation errors	To be able to evaluate and edit by proof-read for spelling and punctuation errors
						To be able to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	To be able to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Vocabulary, grammar and punctuation

	EYFS Writing (PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Knowledge taught:</p> <p>Children generate vocabulary based on the 'Fantastics': feelings, asking, noticing, touching, action, smelling, taste, imagining and checking sounds.</p> <p>Noun What a noun is. Regular plural nouns with 'er'</p> <p>Verbs Third person, first person singular. Ending added to verbs where there is changed to root. Simple past tense 'ed'</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to the root word.</p> <p>Connectives/conjunctions Join words and</p>	<p>Knowledge taught:</p> <p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to the root word.</p> <p>Connectives/conjunctions Join words and</p>	<p>Knowledge taught:</p> <p>Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p>Verbs Present perfect forms of verbs instead of 'the'</p> <p>Adjectives Choose appropriate adjectives.</p> <p>Connectives/conjunctions Express time and cause (when, so, before, after, while, because)</p> <p>Tense</p>	<p>Knowledge taught:</p> <p>Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs Standard English forms for verbs.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p>	<p>Knowledge taught:</p> <p>Noun Locate and identify expanded noun phrases.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p>	<p>Knowledge taught:</p> <p>Noun Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p>	<p>Knowledge taught:</p> <p>Noun Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives Choose appropriate adjectives</p> <p>Connectives/conjunctions Use a wide range of connectives.</p>

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		<p>sentences using and/then.</p> <p>Tense Simple past tense 'ed'.</p>	<p>cctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.</p>	<p>Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.</p>	<p>Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.</p>	<p>Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.</p>
	<p>Key vocabulary taught: 'Fantastics': feelings, asking, noticing, touching, action, smelling, taste, imagining and checking sounds.</p>	<p>Key vocabulary taught: Range of size adjectives used e.g. big, small Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Conjunctions: and, but, then, or, this Prepositions: up, down, in,into, out, to, onto Time connectives: first, then,next Word, singular, plural</p>	<p>Key vocabulary taught: Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully Noun Noun phrase Statement Question Exclamation Command</p>	<p>Key vocabulary taught: Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly Preposition</p>	<p>Key vocabulary taught: Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually Adverbial Fronted adverbial</p>	<p>Key vocabulary taught: Verb prefixes: dis-, de-, mis-, over-, re- Suffixes: -ate, -ise, -ify Modal verbs</p>	<p>Key vocabulary taught: Embed previous key vocabulary.</p>
	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Sentence	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:	Knowledge taught:
	<p>They write simple sentences which can be read by themselves.</p> <p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Year 1 ambitious vocabulary used</p> <p>Range of size adjectives used e.g. big, small</p> <p>Range of colour adjectives used e.g. red, blue</p>	<p>Simple sentences, starting with a pronoun and a verb e.g. He went home</p> <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Simple sentences with extra description.</p> <p>Some complex sentences using because, which, where etc.</p> <p>Tense consistent e.g. typically past tense for narration, present tense in dialogue</p> <p>Dialogue is realistic and conversational in style e.g. Well, I suppose...</p> <p>Verbs used are specific for action e.g. rushed, shoved, pushed</p> <p>Adverbials e.g. When she reached home...</p> <p>Expanded noun phrases e.g. two horrible hours</p>	<p>Variation in sentence structures e.g. while, although, until</p> <p>Use embedded/relative Clauses e.g. Marcus, who grinned slyly at the teacher,....</p> <p>Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously</p> <p>Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking</p>	<p>Sentence length varied e.g short/long.</p> <p>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis</p> <p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions...</p> <p>Figurative language used to build up description e.g. everyone charged like a deer pack under threat</p> <p>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</p> <p>Prepositional phrases</p>

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							used cleverly. e.g. In the messy scramble for the bag.
	<p>Key vocabulary taught: 'Fantastics': feelings, asking, noticing, touching, action, smelling, taste, imagining and checking sounds</p>	<p>Key vocabulary taught: Pronouns: I, she, he, they. Sentence Conjunctions: and, but, then, or, this</p>	<p>Key vocabulary taught: Clause, subordinate clause Direct speech Conjunctions: who, because Noun phrase</p>	<p>Key vocabulary taught: Conjunctions: when, so, before, after, while, because Preposition Clause, subordinate clause</p>	<p>Key vocabulary taught: Fronted adverbial: Later that day, I heard the bad news. Noun phrases Preposition phrases</p>	<p>Key vocabulary taught: Relative clauses: who, which, where, whose, that Adverbs: perhaps, surely</p>	<p>Key vocabulary taught: Embed previous key vocabulary.</p>
	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text		<p>Knowledge taught: Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Knowledge taught: Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate</p>	<p>Knowledge taught: Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house.</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Knowledge taught: Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence</p>	<p>Knowledge taught: Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods</p>	<p>Knowledge taught: The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p>

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			extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting		structures and ellipsis		
	Key vocabulary taught: Once upon a time, one day, happily ever after sentence	Key vocabulary taught: Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	Key vocabulary taught: Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise	Key vocabulary taught: Pronoun/ noun Paragraph	Key vocabulary taught: Cohesion, ambiguity Adverbials of time, place, number, tense	Key vocabulary taught: Adverbials: on the other hand, in contrast, as a consequence.	
	EYFS Writing (& PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation		Knowledge taught: Use spaces to separate words. Begin to use full Stops. Begin to use exclamation Marks.	Knowledge taught: Use spaces that reflect the size of the letters. Use full stops Correctly. Use question marks correctly.	Knowledge taught: Introduce possessive apostrophes for plural nouns. Introduce inverted commas.	Knowledge taught: Apostrophe to mark singular and plural Possession. Commas after fronted Adverbials.	Knowledge taught: Consolidate all previous learning. Brackets Dashes Colons	Knowledge taught: Use a wide range of punctuation throughout the writing.

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		<p>Begin to use exclamation Marks.</p> <p>Capital letters for start of sentence, names, personal Pronouns.</p> <p>Read words with contractions.</p>	<p>Use exclamation marks correctly.</p> <p>Use capital letters Correctly.</p> <p>Apostrophes for Contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>		<p>Use inverted commas and Other punctuation to indicate direct speech.</p>	<p>Semi colons</p>	
		<p>Key vocabulary taught:</p> <p>letter, capital letter, punctuation, full stop, question mark, exclamation mark, personal pronoun</p>	<p>Key vocabulary taught:</p> <p>Apostrophe Comma</p>	<p>Key vocabulary taught:</p> <p>Direct speech Inverted commas (or speech marks) Apostrophe</p>	<p>Key vocabulary taught:</p> <p>Direct speech Inverted commas (or speech marks) Apostrophe for plural: the girl's name, the girls' name Commas after adverbial. Pronoun Possessive pronoun</p>	<p>Key vocabulary taught:</p> <p>Brackets, dashes, commas parenthesis</p>	<p>Key vocabulary taught:</p> <p>Ellipsis, hyphen, colon, semi colon Clauses</p>