

Waverley Abbey Writer

All things are possible for one who believes – Mark 9:23.

At Waverley Abbey we recognise the central importance of English as a medium for thought, learning and expression across the curriculum and also as a subject in its own right. We believe that children need to develop their use of language in order to learn and to play a full and active role as individuals within society. We aim to ensure that our children develop a love of language through a range of high-quality texts. We see the need to acquire and develop language skills as a major part of the school curriculum. We want our children to be able to write for a range of purposes and audiences and take ownership for their writing. Careful links are made across the curriculum to ensure that writing is meaningful and skills are transferrable. We believe that, through English lessons, children can develop a positive growth mind-set as they begin to relish challenges and are guided to self-reflect. English is therefore given a high priority in the school and is taught daily in every class.

National Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Curriculum enrichment – World Book Day

		Year 3	Year 4	Year 5	Year 6
Text and genre studied	Aut 1	How to wash a woolly mammoth – Instruction text Stone Age Boy - Recount	Leon and the place between – Narrative The worst witch – Instructions	1001 Arabian Nights – Narrative and recounts	Macbeth – Newspaper and diary
	Aut 2	The Wild Way Home - Narrative	Harry Potter and the Philosopher’s Stone – persuasive writing and narrative writing	Cosmic - recounts	Stone girl, Bone girl – Biographies Alma – Narrative Christmas Advert Unit – changes every year

	Spring 1	The Human Body non fiction text (TBC) - Information text	Anglo Saxon – information text Beowulf – Narrative	Famous tudors – Biographies	War is declared – persuasive writing War comes to Oxford Street – newspaper report Evacuee letter – recount
	Spring 2	Empire’s End – A Roman story – text type TBC	Oliver Twist – Newspaper reports Poetry	Poetry	Rainforest survival guide The Explorer – non-chronological reports There’s an orangutang in my bedroom - Persuasive letter
	Sum 1	The Lorax – persuasive writing The Boy who grew dragons –	Escape from Pompeii – Recounts Cloudy with a chance of meatballs – Weather forecast	The adventures of Odysseus – Narrative Battle cries- persuasive writing	Lighthouse – narrative writing, recount (diary) The Highway Man - Narrative poetry
	Sum 2	The Wizard of Oz – Newspaper reports	Shakleton’s Journey descriptive writing Explorers – information text	Autobiographies	Biographies
		Year 3	Year 4	Year 5	Year 6
Key skills to progress - writing	Contexts for writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
	Planning writing	Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.		Noting and developing initial ideas, drawing on reading and research where necessary.	
	Drafting writing	Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings &		Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating	

		subheadings).	<p>dialogue to convey character and advance the action.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p>
	Editing writing	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors.</p>
	Performing writing	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

Key Skills to progress		Year 3	Year 4	Year 5	Year 6
	Expanded noun phrases	Use of preposition phrases in order to give additional detail to expanded noun phrase.	Noun phrases expanded by modifying adjectives, nouns and preposition phrases.		
	Conjunctions and clauses	Use of co-ordinating and subordinating conjunctions to express time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences	Use relative clauses beginning with a relative pronoun.	
	Verbs and tenses	<p>Correct and consistent use of the present and past tense.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	Use of the present perfect form of verbs instead of the simple past.	Standard English forms for verb inflections.	<p>Consistent and correct use of tense throughout all pieces of writing.</p> <p>Converting nouns or adjectives into verbs using suffixes e.g. –</p>

					ate; -ise; -ify. Verb prefixes.
	Sentence types/text presentation	Introduction to paragraphs. Headings and subheadings.	Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion. Use of the passive to affect the presentation of information in a sentence. Know the difference between structure typical for informal speech and structures appropriate for formal speech and writing or the use of the subjunctive forms.	Use of the subjunctive form in formal writing. Use the passive voice. To use question tags in informal writing. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis. Layout devices appropriate to text.
	Word level	Use of 'a' or 'an' according to whether the next word begins with a consonant or vowel.	The difference between plural and possessive -s.		
	Adverbs	Using adverbs to express time, place or cause.	Fronted adverbials.	Use a range of adverbs and modal verbs to indicate degrees of possibility. Use time adverbials (later), place adverbials (nearby) and number adverbials (secondly).	Use of adverbials to link ideas across paragraphs.
	Punctuation	Introduction to inverted commas to punctuate direct speech.	Use of inverted commas and all necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within inverted commas. Apostrophes to mark plural possession. Use of commas after fronted adverbials.	Use commas consistently to clarify meaning. Use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at KS2 correctly. This includes consistent and accurate use of semicolons, dashes, colons and hyphens. Bullet points to list information.
	Vocabulary	Preposition, conjunction, word families, prefix, clause, subordinate clause, direct speech,	Determiner, pronoun, possessive pronoun, adverbial.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.

		consonant, vowel, inverted commas.		ambiguity.	
Spelling					
Key Skills to progress		Year 3 – The spelling book	Year 4 – Spelling shed	Year 5 – Spelling shed	Year 6
		<p>The suffix –ly.</p> <p>Words with endings –sure and –ture.</p> <p>Words with endings –tion and –sion.</p> <p>Words with the /el/ sound spelt, ei, eigh or ey.</p> <p>Words with the /k/ sound spelt ch (Greek in origin).</p> <p>Words spelt with the sound spelt ch, mostly French in origin.</p> <p>Possessive apostrophe with plural words.</p> <p>Prefix un- and dis-</p> <p>Prefix in-</p> <p>Prefix re-</p> <p>Prefix sub-</p> <p>The /l/ sound spelt y elsewhere than at the end of words.</p> <p>The /^/ sound spelt ou</p> <p>Homophones</p>	<p>Homophones or near homophones.</p> <p>Prefix in-</p> <p>Prefixes il-, im- and ir</p> <p>Prefix sub-</p> <p>Prefix inter-</p> <p>Suffix –ation</p> <p>Suffix –ly</p> <p>Words spelt with the sound spelt ch, mostly French in origin.</p> <p>Suffix –ion and –sion</p> <p>Suffix –ous</p> <p>Suffix –tion</p> <p>Suffix –ssion</p> <p>Suffix –cian</p> <p>Prefixes super-, anti- and auto-</p> <p>Prefix bi-</p> <p>Possessive apostrophes with plural words.</p>	<p>Endings spelt –cious or –tious.</p> <p>Words ending in –ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Words ending in –able and –ible.</p> <p>Words ending in –ably and –ibly.</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer.</p> <p>Words with silent letters.</p> <p>Words spelt with ie after c.</p> <p>Words containing the letter string ough.</p> <p>Homophones and near homophones.</p> <p>Hyphens</p>	<p>Recap of all of the Year 5 spelling rules as well as:</p> <p>Endings -cial and –tial.</p> <p>Words that end in –ably and –ibly.</p>
Links to School values		<p>Growth - In writing, our children grow and develop their linguistic skills.</p> <p>Compassion - Children will show compassion for others when peer-marking work or working as a group to achieve a goal.</p> <p>Honesty – Children will show honesty when self-assessing their writing and working out what they need to do to improve their writing further. They are honest with adults when they need help or support.</p> <p>Courage – Children will take risks with their writing daily. They will choose ambitious vocabulary or punctuation even if they are unsure of their meaning. They will use classroom resources to determine whether they have used these correctly or not.</p> <p>Hope – Children will show hope in their writing through having a growth mindset and being hopeful that they can improve their work.</p> <p>Love - At Waverley Abbey we encourage a love of writing and we hope that even the most reluctant writers will grow to love their writing.</p>			

