Writing Curriculum

Our English Vision for Knaphill School:

"Words are our most inexhaustible source of magic"– J.K. Rowling.

"Description begins in the writer's imagination, but should finish in the reader's" – Stephen King.

The above inspirational quotes perfectly capture our vision for English at Knaphill School.

We desire for all of our children to be curious and creative when it comes to both reading and writing. To be driven by the need to read and the desire to write.

Our children recognise that "Reading is a passport to countless adventures". Our children delve into new worlds and new genres and, therefore, have the thirst to recognise that the world of our imagination is boundless and can be captured through the sharing of our writing.

With confidence and pride, our children are provided with opportunities to share their writing to a variety of audiences: recordings, through public speaking, through performance and drama, through the sharing of our 'English at Knaphill' Magazine and through reading aloud to peers and adults.

We desire for our children to experience the great and wonderful purpose of writing.

Respect
Pride
Kindness
Resilience
Responsibility
Curiosity
Equality
Honesty
Courage
Positivity
Integrity
Aspiration

Our mission is to empower children to have a bright future.

Knaphill School Progression Map

The Big Picture

National Curriculum Alignment	Year 3	Year 4	Year 5	Year 6	End Points
Reading Comprehension. Writing Composition (NC).	• Read a wide variety of genres and authors. • Identify and use key features of different text-types. • Write in a wide variety of text types. • Independently draw on language from texts read in their own writing. • Choose books to read for pleasure in their own time.	• Read a wide variety of genres and authors. • Identify and use key features of different text-types. • Write in a wide variety of text types. • Identify recurring themes and elements of different stories. • Independently draw on models, features, form and language from texts read in their own writing. • Choose books to read for pleasure in their own time. • Identifying the audience for and	• Read a wide variety of genres and authors. • Identify and use key features of different text-types. • Write in a wide variety of text types. • Identify and discuss themes in and across a wide range of text types. • Independently draw on models, features, form and language from texts read in their own writing. • Choose books to read for pleasure in their own time. • Identifying the audience for and	• Read a wide variety of genres and authors. • Identify and use key features of different text-types. • Write in a wide variety of text types. • Identify and discuss themes and conventions in and across a wide range of text types. • Independently draw on models, features, form and language from texts read in their own writing. • Choose books to read for pleasure in their own time. • Identifying the audience for and	Develop a lasting love, appreciation and enjoyment for literature, with knowledge of a wide variety of text types, styles and genres that are drawn on independently in writing.

		purpose of the writing. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	purpose of the writing. • Selecting the appropriate form and using other similar writing as models for their own. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	purpose of the writing. • Selecting the appropriate form and using other similar writing as models for their own. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
National Curriculum Alignment	Year 3	Year 4	Year 5	Year 6	End Points
Spoken Language (NC).	Spoken Language: • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Read their own writing aloud to a group or the whole class, using appropriate intonation and begin	Spoken Language: • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Spoken Language: • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, performances, role-	Spoken Language: • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an understanding of Standard English. • Gain, maintain and monitor the interest of the listener(s).	Fluently, confidently and passionately talk about writing through discussions, debates, performance and review of authors' and peers' writing.

	controlling the tone so that the meaning is clear. Identify, Explain and have Knowledge of the following concepts: • Genre • Plot outline • Narrative viewpoint • Hooks • Closure • Setting • Characters • Problem/Dilemma • Mini-problems • Mood • Similar stories • Sentence structure • Use of illustrations • Vocabulary choices • Narrative conflict • Plot Type	• Maintain attention and actively participate in collaborative discussions, staying on topic and responding to comments. • 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. Identify, Explain and have Knowledge of the following concepts: • Genre • Plot outline • Narrative viewpoint • Hooks • Closure • Setting • Characters • Problem/Dilemma • Mini-problems • Mood • Similar stories • Sentence structure	plays, improvisations and debates. • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. Identify, Explain and have Knowledge of the following concepts: • Genre • Plot outline • Narrative viewpoint • Hooks • Closure • Setting • Characters • Problem/Dilemma • Mini-problems • Mood • Similar stories • Sentence structure • Use of illustrations • Vocabulary choices • Theme • Narrative conflict • Plot Type • Authorial viewpoint	• Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Identify, Explain and have Knowledge of the following concepts: • Genre • Plot outline • Narrative viewpoint • Hooks • Closure • Setting • Characters • Problem/Dilemma • Mini-problems • Mood • Similar stories • Sentence structure • Use of illustrations • Vocabulary choices • Theme	

National Curriculum Alignment	Year 3	Year 4	Year 5	Year 6	End Points
			• Tone	• Narrative conflict • Plot Type • Authorial viewpoint • Tone	
Writing Composition (NC).	• Texts have writers. Fiction: • A setting. • Two characters - a protagonist and an antagonist. • A problem. • A mini-problem. • A build up and climax. • A resolution. Non-Fiction: • An introduction of at least one sentence. • Two points in separate paragraphs opened appropriately and elaborated with at least two sentences joined with conjunctions.	• Readers bring their own ideas, and link texts to their own experiences. • Readers have opinions on texts. Fiction: • A setting. • Three main characters - including a protagonist and an antagonist. • A problem/dilemma. • A build up and climax. • A resolution. • An ending - an event or suggestion beyond. Non-Fiction:	• Recommend books to peers, giving reasons for choices. Fiction: • An opening which includes: a setting, main characters, a hook, mood, in keeping with the closure. • Four main characters - including a protagonist and an antagonist. • A problem/dilemma. • A build up and climax. • A resolution. • An ending - an event or suggestion beyond the resolution and that reference.	• Recommend books to peers, giving reasons for choices. • Make comparisons within and across books. Fiction: • To use structure of books they have read and know to enhance stories, plays and poems. Non-Fiction: • To structure non-fiction texts appropriately, drawing upon their reading, analysis and knowledge of authors' writing.	Craft texts effectively and imaginatively with the reader and audience in mind, controlling their writing through selecting and adapting tone (atmosphere), style and ambitious vocabulary for different forms, purposes and audiences.

• A summarising conclusion. Plan their Writing by: • Discussing writing similar to the text type they are planning to write, in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. Draft and Write by: • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organising paragraphs around a theme. Evaluate and Edit by: • Assessing the effectiveness of their own and others' writing and	• An introduction of at least two sentences. • Two points in separate paragraphs opened appropriately and elaborated with at least three sentences joined with conjunctions. • At least two paragraphs linked by a related connecting phrase/fronted adverbial. • A summarising conclusion. Plan their Writing by: • Discussing writing similar to the text type they are planning to write, in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. Draft and Write by: • Composing and rehearsing sentences orally (including dialogue), progressively building	Non-Fiction: • An introduction of at least two sentences that contains a hook for the reader. • Three points in separate paragraphs opened appropriately and elaborated with at least three sentences joined with conjunctions. Each paragraph opening with an introduction and closing with a concluding sentence. • All paragraphs create cohesion through the use of related connecting phrases/fronted adverbials. • A conclusion that summarises, challenges action, emphasises writer's authority and links to the introduction. • To use authoritative devices when writing non-fiction. Plan their Writing by: • Identifying the audience for and	• To utilise narrative within non-fiction writing. Plan their Writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where appropriate. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and Write by: • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs.	

suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Language Devices and Vocabulary:
- Alliteration.
- Similes.
- Use of adverbs and adjectives to build descriptive power.
- Assonance in poetry.

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a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, use simple organisational devices, for example, headings and sub-headings.

Evaluate and Edit by:
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Language Devices and Vocabulary:
- Repetition.

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purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where appropriate.
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and Write by:
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Guide the reader by using a range of organisational devices appropriate to the text type.

Evaluate and Edit by:

- Guide the reader by using a range of organisational devices appropriate to the text type.

Evaluate and Edit by:
- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Language Devices and Vocabulary:

		• Alliteration. • Effective Similes. • Metaphors. • Use of adverbs and adjectives to build descriptive power. • Dialogue to build characterisation. • Sensory language.	• Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural. Language Devices and Vocabulary: • Extended Similes and Metaphors. • Personification. • Hyperbole. • Specific nouns and verbs in place of noun/adjective and verb/adverb combinations. • Assonance in fiction. • Foreshadowing. • Make conscientious language choices	• Effective use of range of figurative language devices to impact the reader: similes, metaphors, personification, hyperboles, pathetic fallacy. • Assonance in fiction/nonfiction and poetry. • Accurate dialogue to enhance characterisation. • Quotes in non-fiction to add authority. • Flashback. • Foreshadowing. • Symbolism. • Suspense. • Irony. • Authoritative tone for non-fiction. • Contrasting settings and characters in fiction writing. • Make conscientious language choices using ambitious vocabulary. • Draw on new vocabulary encountered in reading in their own writing. • Use a thesaurus.	

			using ambitious vocabulary. • Draw on new vocabulary encountered in reading in their own writing. • Use a thesaurus. • Understand the impact of language choice and consider the reader and purpose when making choices.	• Understand the impact of language choice and consider the reader and purpose when making choices.	
National Curriculum Alignment	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**End Points**
Writing: Vocabulary, Grammar and Punctuation (NC).	• In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices, for example, headings and sub-headings. • Conjunctions expressing time, place and cause. • Adverbs expressing time, place and cause.	• Sentences which open in an interesting way, for example, with present participles (-ing). • Multi-clause sentences that open with a preposition indicating WHERE an event occurred. • Use of conjunctions to create multi-clause sentences. • Exclamations • Sentences with three descriptive elements.	• Using further organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points and underlining. • Sentences which open with an adverb followed by a present participle. • Sentences which open with the past participle.	• Use multi-clause sentences that are extended using conjunctions to include more than two main clauses. • Integrate dialogue in narratives to convey character and advance the action. • Subject, object • Active, passive • Use of Subjunctive form. • Informal speech. • Formal speech.	Skilfully and carefully control the overall structure of their work using paragraphs and grammatical features to provide coherence.

	Year 3	Year 4	Year 5	Year 6	
	• Prepositions expressing time, place and cause. • Sentences which open with an adverb. • Sentences, which open with a preposition– that indicates WHEN an event occurred. Subordinate clause • Use noun phrases expanded by the addition of adjectives. • Identify a phrase. • Identify a clause. • Identify subordinate clause. • Identify a multi-clause sentence. • Sentences with two descriptive elements. • Dialogue between two characters using inverted commas. • Past tense.	• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Standard English. • Fronted adverbials. • Pronoun. • Possessive pronoun. • Choice of noun or pronoun to aid cohesion.	• Sentences which open with a subordinate clause. • Relative clauses using relative pronouns: who, whom, which, whose, that. • Multi-clause sentences that open with an adverbial, indicating when, where, how and why events occurred. • Perfect form of verbs to mark relationships of time and cause. • Modal verbs. • Adverbials. • Phrases. • Expanded noun phrases to convey complicated information concisely. • Clauses: main and subordinate. • Multi-clause sentences. • Cohesion. • Ambiguity.	• Use of a variety of devices to further build Cohesion. • Ambiguity.	
National Curriculum Alignment	Year 3	Year 4	Year 5	Year 6	End Points

Writing: transcription (NC). Writing: Vocabulary, Grammar and Punctuation (NC). NB: There will be a separate programme for explicit teaching of spelling rules. The progression here is based on embedding these skills and knowledge in writing.	Spelling: • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Punctuation: • Begin to use a comma after a fronted adverbial. • Apostrophes for contraction (for words linked to NC). • Inverted commas used in speech. • Apostrophes for plural possession.	Spelling: • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals, for example, girls', boys' and in words with irregular plurals, for example, children's. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. Punctuation: • Comma after a fronted adverbial. • Sentences with all speech punctuation correct. • Comma after present participle opener. • Use apostrophe for omission and possession.	Spelling: • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters, for example, knight, psalm, solemn. • Continue to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. Punctuation: • Commas to separate a subordinate clause. • Commas surrounding a relative clause, or phrase. • Use of brackets, commas and dashes to indicate parenthesis.	Spelling: • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Continue to distinguish between homophones and other words which are often confused. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. Punctuation: • Ellipsis for effect. • Use of brackets, commas and dashes to indicate parenthesis. • Hyphens and commas to avoid ambiguity. • Colon that introduces a list or an idea. • Semi-colon.	Achieve accuracy in spelling, consistent use of Standard English and a full range of punctuation for clarity and emphasis.

			• Colon to introduce a list. • Begin to use commas and hyphens to clarify meaning or avoid ambiguity in writing.	• Semi-colon, colon and dash used to mark boundary between independent clauses.	

Knaphill School Long-Term Plan

Long-Term Plan

Domains of Knowledge:	Key Concepts:
• Narrative • Description • Action Sequence • Poetry • Explanation • Recount • Biography • Newspaper Report • Reports • Non-Chronological Reports • Advert • Informal Letter • Formal Letter • Postcard • Diary • Speech • Persuasive • Argument • Play-writing	• Grammar • Spelling • Punctuation • Language Techniques and Devices • Structure and Layout • Writing Stages and Sequencing • Spoken Language
Key: End points are colour-coded. Repeated knowledge is underlined.	

Long-Term Plan

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Drivers for Writing	**Picture Book** *How to Wash a Woolly Mammoth* S.O.A: Diary Writing. **Main Outcome:** Instructions. **Fiction** S.O.A: Setting Description. **Main Outcome:** Narrative Writing.	**Fiction** *The Wild Girl* Chris Wormell S.O.A: Setting Description. **Main Outcome:** Suspense Narrative.	**Non-Fiction** *Book of Bones* **Non-Fiction** *Anatomicum* S.O.A: Explanation Text. **Main Outcome:** Non-Chronological Report.	**KS2 Picture Book** *Escape From Pompeii* Christina Balit S.O.A: Setting Description. **Main Outcome:** News Report.	**Fiction** Oscar Wilde *The Selfish Giant* Illustrated and abridged by Alexis Deacon S.O.A: Recount. **Main Outcome:** Narrative Writing.	
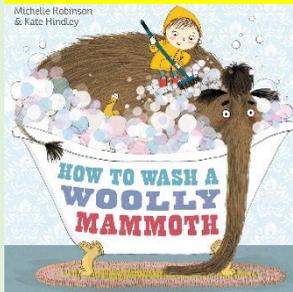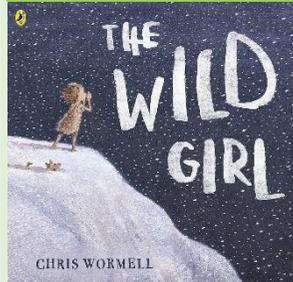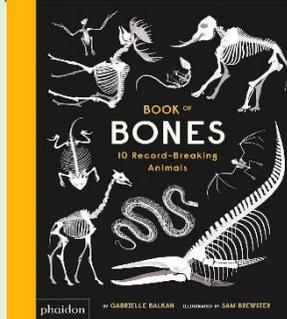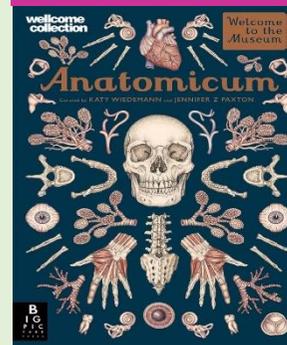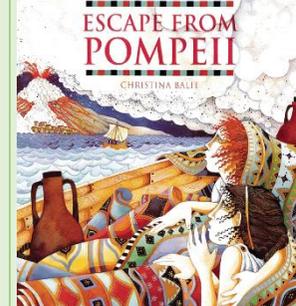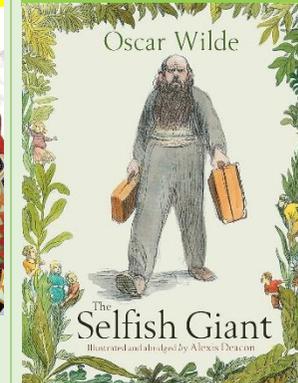
| Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Drivers for Writing	**Narrative Poetry** S.O.A: Setting Description. **Main Outcome:** Narrative Poetry.	**Fiction** S.O.A: Diary Writing. **Main Outcome:** Narrative.	**Myths and Legends** S.O.A: Character Description S.O.A: Action Sequence (with dialogue). **Main Outcome:** Non-Chronological Report.	**Myths and Legends** S.O.A: Informal Letter. **Main Outcome:** Newspaper Report.	**Stories from Other Cultures**	
	Fiction S.O.A: Diary Writing. **Main Outcome:** Narrative - Dialogue Focus.	**Non-Fiction** S.O.A: Character Description. **Main Outcome:** Informal Letter.			**Graphic Novel** S.O.A: Postcard and Informal Blog. **Main Outcome:** Formal Letter.	
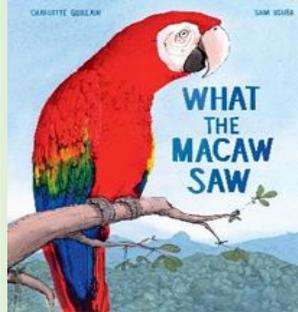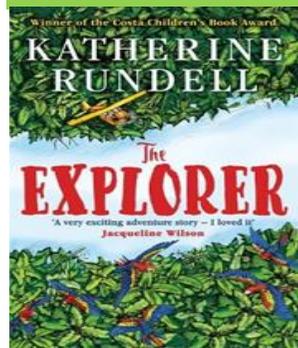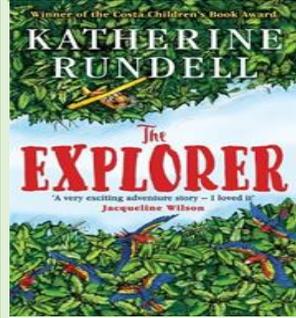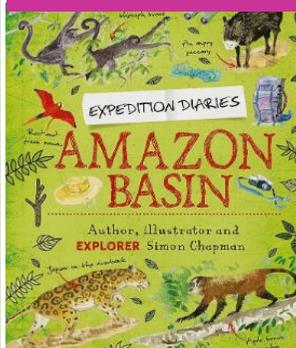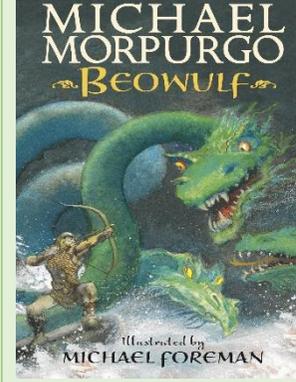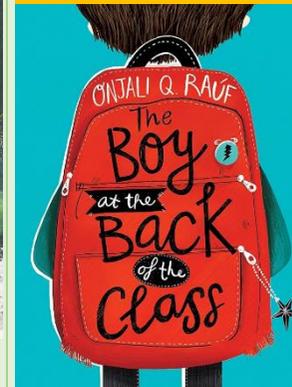
| Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Drivers for Writing	**Film Narrative** *Planet Unknown* Main Outcome: Setting and Character Description.	**Historical Fiction** *Letters from the Lighthouse* — Emma Carroll S.O.A: Postcard and Diary Writing. Main Outcome: Formal Letter.	**Fiction** *Boy in the Tower* — Polly Ho-Yen S.O.A: Police Report. Main Outcome: Newspaper Report.	**Heritage Text** *The War of the World* — H.G. Well S.O.A: Character Description. Main Outcome: Suspense Story.	**Myths and Legends** *You Choose Perseus the Hero* S.O.A: Monologue and Alternative Ending. Main Outcome: Non-Chronological Report.	**Heritage Text** *The Odyssey* S.O.A: Character Description. Main Outcome: Diary Writing.
	Film Narrative *The Piano* S.O.A: Informal Letter and Action Sequence. Main Outcome: Flashback Narrative.	**KS2 Picture Book** *The Lion and the Unicorn* — Shirley Hughes S.O.A: Setting Description. Main Outcome: Alternative Ending.	**Wordless Picture Book** *Flood* S.O.A: Narrative the Story. Main Outcome: Poetry.		**Non-Fiction** *The Book of Mythical Beasts & Magical Creatures* Main Outcome: Narrative Poem.	**Heritage Text** *The Odyssey* S.O.A: Character Description. Main Outcome: Epic Adventure Story.
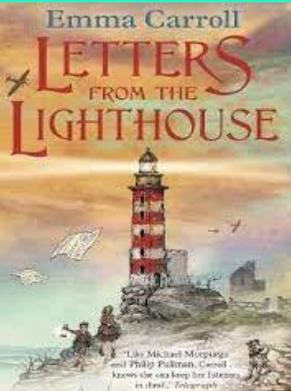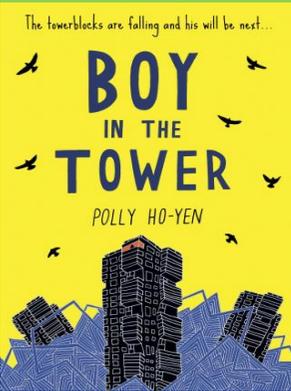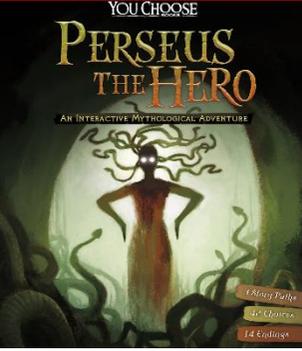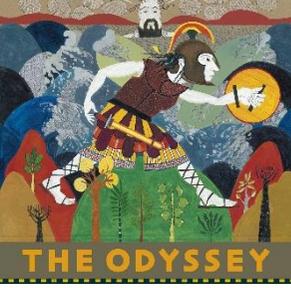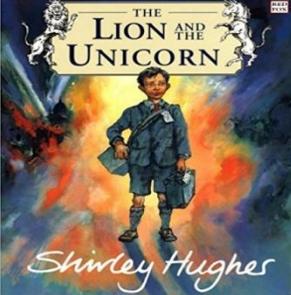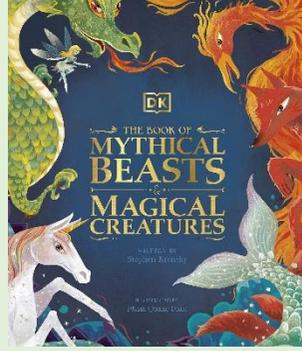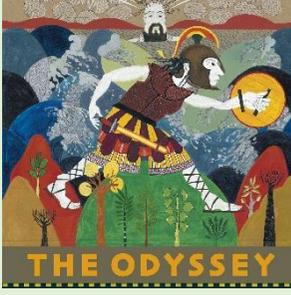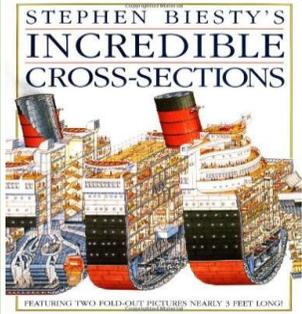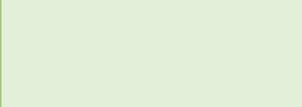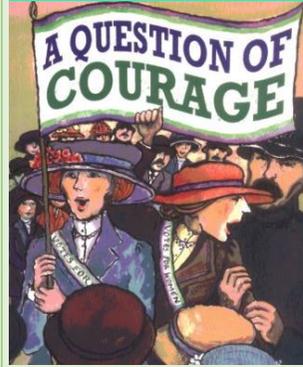
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Drivers for Writing	**Film Narrative** S.O.A: School Report. **Main Outcome:** Biography.	**Historical Fiction** STREET CHILD BERLIE DOHERTY "A brilliant and moving book." *Julia Golding* S.O.A: Persuasive Speech. **Main Outcome:** Police Report.	**Fiction** THE LONDON EYE MYSTERY SIOBHAN DOWD S.O.A: Police Statements. **Main Outcome:** Newspaper Report.	**Film Narrative** **Historical Fiction** A QUESTION OF COURAGE S.O.A: Recount with Flashback. **Main Outcome:** Narrative Writing.	**Narrative Poetry** The Highwayman Alfred Noyes Illustrated by Charles Keeping S.O.A: Alternative Ending. **Main Outcome:** Narrative Poetry.	
	Historical Fiction STREET CHILD BERLIE DOHERTY "A brilliant and moving book." *Julia Golding* S.O.A: Setting Description and Informal Letter. **Main Outcome:** Action Sequence.	**Non-Fiction** STEPHEN BIESTY'S INCREDIBLE CROSS-SECTIONS FEATURING TWO FOLD-OUT PICTURES NEARLY 3 FEET LONG! S.O.A: Diary Writing. **Main Outcome:** Formal Log.			**Film Narrative** alma S.O.A: Character and Setting Description. **Main Outcome:** Suspense Narrative.	