



## Writing at Banks Lane Junior School

*At Banks Lane Junior School we intend for our pupils to leave us in year 6, ready for the next stage of their learning as confident and coherent writers. We aim for pupils to be able to write clearly and accurately, adapting their grammar, language and style for a range of purposes and audiences.*

**Key Concepts** are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In writing these concepts are:

### KEY CONCEPTS

Purpose

Planning

Vocabulary

Drafting

Composition

Editing

**Substantive knowledge** is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

**Disciplinary knowledge** is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

### Progression in writing composition skills and disciplinary knowledge

**By the end of KS2 pupils should be taught to:**

- 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 necessary.
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - précising longer passages.
  - using a wide range of devices to build cohesion within and across paragraphs.
  - using further organisational and presentational devices to structure text and to guide.
- 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.
- proofread for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.

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## **Reception - Year 2**

**BLIS Key concepts:** Fluency, Transcription, Composition, Vocabulary, Encoding, Communication, Purpose

By the end of Year 1 pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

By the end of Year 2 pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - 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
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.



## **LKS2**

### **Context for Writing**

- I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar

### **Planning**

- I can discuss and record ideas
- I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

### **Drafting**

- I can organise paragraphs around a theme
- I can create settings, characters and plot in narratives
- I can use simple organisational devices (headings & subheadings) in non-narrative material

### **Editing**

- I can assess the effectiveness of my own and others' writing and suggest improvements
- I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- I can proofread for spelling and punctuation errors

### **Performing**

- I can read my 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.

### **Year 3 Text Genres:**

**George's Marvellous Medicine narrative, informal letters/postcards linked to When the Giant Stirred, Stone Age Boy narrative and setting descriptions, Tadeo Jones 1<sup>st</sup> person diary entry, persuasive letter linked to The Lorax, non-fiction reports on snakes, Greek myth news reports**

### **Year 4 Text Genres:**

**Escape from Pompeii narrative, Roman Gods non-chronological report, Sword in the Stone narrative, The Day the Crayons Quit persuasive letter, spy stories, Sutton Hoo news report, The Flood narrative, the water cycle non-chronological reports, The Greta Kapok Tree diary, animal fact-files, instructions, poetry**



## **UKS2**

### **Context for Writing**

- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own
- I can consider how authors have developed characters and settings in what I have read, listened to or seen performed

### **Planning**

- I can note and develop initial ideas, drawing on reading and research where necessary
- I can use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes

### **Drafting**

- I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives
- I can precise longer passage
- I can use a wide range of devices to build cohesion within and across paragraphs
- I can use further organisational and presentational devices to structure text and to guide the reader

### **Editing**

- I can assess the effectiveness of my own and others' writing
- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning I can ensure the consistent and correct use of tense throughout a piece of writing
- I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- I can proofread for spelling and punctuation errors

### **Performing**

- I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### **Year 5 Text Genres:**

**Science fiction narrative, Children in Need persuasive letters, Firework Maker's Daughter narrative, Viking sagas, Viking diaries, Viking news reports, character descriptions, life cycles non-chronological reports, narrative linked to The Piano, explanation texts, poetry**

### **Year 6 Text Genres:**

**Diary entry linked to Malorie Blackman's Cloudbusting, explanation for the Journey of a River, Pandora non-chronological report, WW2 evacuee informal letter, WW2 formal letter, narrative linked to Dunkirk, persuasive adverts, discussion texts, poetry, biographies, non-chronological reports on America**