



Filey Junior School

Widening Horizons and Reaching Our Potential. Respecting the World and Each Other.
A Happy, Healthy and Positive Learning Community.

Curriculum Pillars Writing

Grammar, Punctuation and Spelling:	Audience and Purpose:	Style and Creativity:
------------------------------------	-----------------------	-----------------------

Curriculum Themes Writing

To Entertain	To Inform	To Persuade
--------------	-----------	-------------

Progression of Pillars

Grammar, Punctuation and Spelling:

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Demarcate sentences with full stops and capital letters; Use question marks and exclamation marks mostly correctly; Begin to use inverted commas to punctuate direct speech; Spell 50% of the words in the yr3/4 NC list. 	<ul style="list-style-type: none"> Use fronted adverbials, with a comma, mostly correctly; Use paragraphing to organise ideas around a theme; Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. comma after the reporting clause, punctuation within inverted commas); Spell 90%+ of the words in 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun; Use devices to build cohesion within a paragraph and use adverbials of time and number to link ideas across paragraphs; Use brackets, dashes or commas to indicate parenthesis; Spell 50% of the words in the 	<ul style="list-style-type: none"> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs; Use the range of punctuation taught at key stage 2 effectively; xzs raining; I'm fed up); Spell 90%+ of the words n the yr5/6 NC list.

the yr3/4 NC list.

yr5/6 NC list.

Audience and Purpose

Year 3

- In narratives, retell stories, beginning to innovate using own setting, characters and plot;
- Imitate stylistic features from books they have read or from teacher models.
- In non-narrative work, begin identify organisation features such as headings and subheadings;

Year 4

- In narratives, create increasingly effective settings, characters and plot;
- Draw upon material they have read to create more complex plot/description.
- In non-narrative work, use organisational devices such as headings and sub headings
Show an increasing awareness of the audience

Year 5

- Identify the audience and purpose for a piece of writing;
- When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed;
- Use further organisational and presentational devices to structure text and to guide the reader (Eg bullet points, headings and underlining).

Year 6

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing);
- In narratives, describe settings, characters and atmosphere integrating dialogue which advances the action;
- Distinguish between the language of formal and informal speech;

Style and Creativity

Year 3

- Correct form maintained; attempt to interest reader;
- Begin to show evidence of own viewpoint;
- Attempts at humour or building anticipation (Eg amusing dialogue between characters).

Year 4

- Form adapted and pacing used to prepare reader for main events;
- Viewpoint is established and maintained;
- Style consistent with the genre.

Year 5

- Adapt the features of the genre and engage the reader's attention (Eg use of repetition);
- Clear and consistent viewpoint established and controlled;
- Some stylistic features used to add emphasis and interest (Eg persuasive/figurative language for emphasis)

Year 6

- Explain ideas thoroughly, achieving the intended purpose of the writing;
- Viewpoint well-focused and maintained;
- A range of stylistic feature used to achieve the purpose; express opinions/ attitudes and feelings (Eg

Progression of Themes

To Entertain

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Simple story based on input. • Sequenced events but not always clear • Some details included but not always well balanced. 	<ul style="list-style-type: none"> • A simple story format is in place, although it may be quite short. • Events are generally well-sequenced and follow a reasonably logical path although some details may seem disjointed. • Beginning to show attempts to add interest through characters (description/dialogue/behaviour) 	<ul style="list-style-type: none"> • Story structure generally maintained and with an increased length of writing • Events are sequenced and logically structured. • Pacing is used well and helps to engage and entertain. • Presentation of characters which go beyond appearance is used to interest the reader. • Dialogue used to show interactions which are appropriate to the unfolding story • Description of settings and other details used to interest the reader and draw attention. 	<ul style="list-style-type: none"> • Story structure is maintained throughout • The text is well-paced and balanced to ensure the reader maintains interest • Characters are presented in ways which show their motivations and feelings. • Dialogue is presented in a variety of forms and provides an insight into a character's personalities, thoughts and motivations. • The description of settings and action within the story is appropriately detailed and helps to build interest. • Stylistic devices are generally used appropriately. • Attempts at humour or building anticipation are beginning to be used.

To Inform

Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------

<ul style="list-style-type: none"> ● A short series of factual points and comments. ● Factual content is generally accurate. ● Some evaluation. ● Limited detail sometimes included to expand content. 	<ul style="list-style-type: none"> ● Descriptive account showing some awareness of audience: attempts to set the scene/ incorporation of detail. ● Attempts to describe events from an objective/detached viewpoint or evidence of evaluative comments. ● Some vocabulary accurately describes participants. ● Formality/informality may be inconsistent. 	<ul style="list-style-type: none"> ● Coverage is balanced: includes whole sequence of events. ● Detail supports purpose. ● Viewpoint established: neutral account/personal views evident. ● Stylistic choices contribute to the overall effect: verbs for impact/ form of address (official/note-style). 	<ul style="list-style-type: none"> ● Description provides clarification for the reader. ● Thorough coverage of events. ● Detail aptly selected for purpose. ● Viewpoint consistent and controlled: responsible/informed attitude; personal feelings. ● Stylistic features suited to the accounts purpose: direct address; formal/technical vocabulary; vivid description of elements.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

To Persuade

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Series of points about subject. ● Possible inconsistency of opinion. ● Simple statement of opinions expand content. 	<ul style="list-style-type: none"> ● Explanation of ideas. ● Direct address for the reader. ● Attitude towards the subject expressed. ● Vocabulary choice mostly relevant and develops content. 	<ul style="list-style-type: none"> ● Select points chosen to appeal to or to amuse the audience. ● Consistent attitude towards the subject; ● Supports persuasive purpose: personal comments/ generalisation/ suggestion. ● A range of fact and opinion presented but no always well balanced. ● Structure includes a simple introduction and conclusion. 	<ul style="list-style-type: none"> ● Ideas adapted: Selected points to appeal directly to the audience. ● Clear and consistent viewpoint: confident/considerate persona projected. ● Stylistic features incorporated: emotive language/ rhetorical questions. ● Fact and opinion used effectively to help influence the reader. ● Structure includes an engaging introduction which may address the reader directly, build upon detail and conclude with reference back to the

			introduction.
--	--	--	---------------

