

## Netherfield Writing Curriculum

We are all writers!

We are authors, reporters, poets, lyricists, playwrights, screenwriters, biographers, critics and much more.

We write to share our thoughts and ideas, to share knowledge with others, and because we enjoy it!

\*\*\*

At Netherfield Primary, we want our children to grow and perceive themselves as writers. We equip them with the skills and knowledge they need to be successful writers across a range of genres and for a range of purposes. At Netherfield, we follow the National Curriculum for writing. We have designed our writing curriculum to be progressive and to help children build more complex skills as they progress through schools.

We aim for all children to leave Netherfield with confidence in their own writing, and enough writing skill so that they can access and excel in writing tasks in secondary school.

English lessons at Netherfield Primary School offers opportunities for children to:

- Read and explore high-quality examples of writing.
- Use texts, images and videos as inspiration for writing.
- Explore themes and ideas in writing through discussion activities and drama
- Write for a range of audiences and purposes
- Learn how to manipulate language at sentence level, in order to write in different text styles, and to create different effects.
- Write extended pieces frequently.
- Write about their own experiences
- Write about knowledge they have gained in other curriculum areas.
- Publish finished pieces to a high standard, in order to share their writing with others.

Staff use a variety of schemes to support the teaching of writing skills. These include Drawing Club (Foundation stage) Rainbow Grammar, No Nonsense Spelling and Teach Handwriting.

Writing is taught at least four times a week at Netherfield. Where possible, meaningful links are made to children's learning across other curriculum areas within their year group and other years.



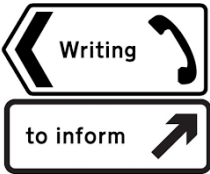



## Netherfield Writing Curriculum

	Punctuation to use when writing	Grammar to identify, explain and use.	Composition and Vocabulary - fiction	Composition and Vocabulary – non- fiction	Handwriting
Year 6	<ul style="list-style-type: none"> <li>Use semi-colons to mark the boundary between independent clauses</li> <li>Use commas to avoid ambiguity.</li> <li>Use commas to mark a wide range of sentence structures, including sentences with multiple clauses/features.</li> <li>Use ellipses to link paragraphs.</li> <li>Use commas to mark ‘-ed’ non-finite clauses</li> <li>Use the subjunctive to create formality.</li> <li>Hyphens to link words to create meaning or to create adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Subjunctive form</li> <li>Perfect forms of tenses</li> <li>Progressive forms of tenses</li> <li>Subject and object</li> <li>Active and passive voice</li> <li>Semi-colons</li> </ul>	<ul style="list-style-type: none"> <li>Confidently draft and write in a wide range of forms, including poetry, non-fiction using a range of different presentational devices to show how they look different.</li> <li>Plan and write narratives that include multiple settings, characters, a complete plot and dialogue that advances the action.</li> <li>Use vocabulary and language to have an impact on the reader and create atmosphere.</li> <li>Use a range of descriptive strategies to add detail for my reader (see appendix)</li> <li>Group ideas together into paragraphs and can link these together using a range of strategies (see appendix)</li> <li>Write showing awareness of different degrees of formality.</li> <li>Plan what I am going to write by looking at a range of other authors work for ideas about content and structure, developing these ideas where necessary.</li> <li>Use a variety of tenses consistently and accurately in a piece of work, moving between tenses where needed.</li> <li>Effectively edit my work in order to make improvements, so that it is has a clear impact on the reader.</li> <li>Have chances to read or perform written work, using intonation and style to share and enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, use subheadings, headings, bullet points and underlining to organise work.</li> <li>Group ideas together into paragraphs and use different cohesive devices to link these.</li> <li>Use technical vocabulary that is linked to the topic in my writing.</li> <li>Use chronological order where appropriate</li> <li>Use different sentence types appropriately (statement, command etc)</li> <li>Write in the correct person – third person, second person for instructions etc</li> <li>Imperative verbs used for commands</li> </ul>	<ul style="list-style-type: none"> <li>Write consistently in a neat, joined style.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Use inverted commas with additional punctuation and new speaker new line rule.</li> <li>Use direct and reported speech</li> <li>Use brackets as parenthesis.</li> <li>Use dashes as parenthesis</li> <li>Use commas to mark relative clauses.</li> <li>Use commas to mark ‘to’ non-finite clauses [phrases that start with ‘to’]</li> <li>Use bullet points to create a list</li> <li>Use colons to begin a list</li> </ul>	<ul style="list-style-type: none"> <li>Modal verbs</li> <li>Collective nouns</li> <li>Abstract nouns</li> <li>Relative pronouns</li> <li>Synonyms and antonyms</li> <li>Dashes</li> <li>Colons</li> <li>Bullet points</li> <li>Parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write in a wide range of forms, including poetry, non-fiction and fiction,</li> <li>Plan and write narratives that include a setting, characters, a complete plot and speech.</li> <li>Show examples of carefully selected vocabulary which have an impact on the reader.</li> <li>Use a range of descriptive strategies to add detail for my reader (see appendix)</li> <li>Group ideas together into paragraphs and am starting to link these together (see appendix)</li> <li>Plan what I am going to write by looking at a range of other authors work for ideas about content and structure.</li> <li>Write consistently in the correct tense for the piece of work – including awareness of using present perfect tenses, <i>for example: I have seen the circus is in town, we have finished our work.</i></li> <li>Edit my work to make corrections and improvements</li> <li>Have chances to read or perform written work, using intonation and style to share and enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>In non-fiction, use subheadings, headings, bullet points and underlining to organise work.</li> <li>Group ideas together into paragraphs and am starting to link these together.</li> <li>Use technical vocabulary that is linked to the topic in my writing.</li> <li>Use chronological order where appropriate</li> <li>Use different sentence types appropriately (statement, command etc)</li> <li>Write in the correct person – third person, second person for instructions etc</li> <li>Imperative verbs used for commands</li> </ul>	<ul style="list-style-type: none"> <li>Write in a neat, joined style.</li> </ul>

Year 4	<ul style="list-style-type: none"><li>• Use inverted commas with additional punctuation to mark speech</li><li>• Use ‘-ing’ non-finite clauses and mark them correctly with commas</li><li>• Use commas to mark subordinate clauses</li><li>• Use possessive apostrophe with plural nouns</li><li>• Use commas to mark fronted adverbials.</li></ul>	<ul style="list-style-type: none"><li>• Identify and correct verb forms that have not been used correctly</li><li>• Understand that local dialect may differ to Standard English.</li></ul>	<ul style="list-style-type: none"><li>• Write a range of texts and pieces including poetry, fiction and nonfiction, using different presentational devices to show how they look different.</li></ul>		<ul style="list-style-type: none"><li>• Write in a neat, appropriately sized style with most joins done accurately</li></ul>
			<ul style="list-style-type: none"><li>• Plan and write narratives that include a setting, characters and simple plot.</li><li>• Use a varied vocabulary in my writing.</li><li>• Use a range of descriptive strategies to add detail for my reader (see appendix)</li><li>• Group ideas together into paragraphs, and begin to start these in different ways (see appendix)</li><li>• Plan what I am going to write by looking at other authors work for ideas about content and structure.</li><li>• Write consistently in the correct tense for the piece of work – including when using present perfect tenses, <i>for example: I have seen the circus is in town, we have finished our work.</i></li><li>• Make some corrections and simple improvements to my work.</li><li>• Have chances to read or perform written work</li></ul>	<ul style="list-style-type: none"><li>• Use headings and subheadings in non-fiction.</li><li>• Use paragraphs to group ideas.</li><li>• Use technical vocabulary that is linked to the topic in my writing.</li><li>• Use chronological order where appropriate</li><li>• Use different sentence types appropriately (statement, command etc)</li><li>• Write in the correct person – third person, second person for instructions etc</li><li>• Imperative verbs used for commands</li></ul>	
Year 3	<ul style="list-style-type: none"><li>• Use inverted commas to mark direct speech</li></ul>	<ul style="list-style-type: none"><li>• Prepositions.</li><li>• Determiners</li><li>• Possessive pronouns</li><li>• Conjunctions</li><li>• Subordinate clauses</li><li>• Inverted commas</li><li>• Adverbials</li><li>• Explain a sentence has a predicate containing a verb and a subject containing a noun to show who and what.</li></ul>	<ul style="list-style-type: none"><li>• Write a range of texts and pieces including poetry, fiction and nonfiction, showing awareness of how they look different.</li></ul>		<ul style="list-style-type: none"><li>• Write in neat, appropriately sized style and join most of my letters.</li></ul>
			<ul style="list-style-type: none"><li>• Plan and write narratives that include a setting, a character and simple plot</li><li>• Use descriptive strategies to add detail for my reader (see appendix)</li><li>• Use a varied vocabulary in my writing.</li><li>• Begin to group ideas together into paragraphs</li><li>• Write consistently in the correct tense for the piece of work – past, present and future</li><li>• Plan what I am going to write by looking at other authors work for ideas.</li><li>• With support, make corrections to my work</li><li>• Have chances to read or perform written work</li></ul>	<ul style="list-style-type: none"><li>• Begin to use headings and subheadings in non-fiction.</li><li>• Begin to use paragraphs to group ideas.</li><li>• Use technical vocabulary that is linked to the topic in my writing.</li><li>• Use chronological order where appropriate</li><li>• Use different sentence types appropriately (statement, command etc)</li><li>• Write in the correct person – third person, second person for instructions etc</li><li>• Imperative verbs used for commands</li></ul>	

	Punctuation and Grammar to use when writing	Grammar to identify, explain and use.	Composition and Vocabulary		Handwriting
Year 2	<ul style="list-style-type: none"><li>• Use all necessary capital letters – proper nouns and I</li><li>• Use commas in lists</li><li>• Use an apostrophe to show omitted letters / contractions</li><li>• Use an apostrophe to show singular plurals</li></ul>	<ul style="list-style-type: none"><li>• Verbs</li><li>• Adverbs</li><li>• Pronouns</li><li>• Common and proper nouns</li><li>• Explain what a suffix is and give examples.</li><li>• Tell the difference between command, exclamation, statement and question.</li><li>• Apostrophe</li><li>• Explain a sentence has a verb and a noun to show who and what.</li></ul>	<div>Write about a range of purposes, including personal experiences, fiction, non-fiction and poetry.</div> <div><ul style="list-style-type: none"><li>• Plan what I am going to write by saying it aloud or jotting down key words and ideas.</li><li>• With support, begin to use a varied vocabulary in my writing.</li><li>• Use different descriptive strategies to add detail for my reader (see appendix)</li><li>• Write mostly consistently in the correct tense for the piece of work – past or present</li><li>• With support, reread my work and make simple additions and revisions to my work.</li></ul></div> <div><ul style="list-style-type: none"><li>• Use vocabulary that is linked to the topic in my writing.</li><li>• Use chronological order where appropriate</li><li>• Use different sentence types appropriately (statement, command etc)</li><li>• Write in the correct person – third person, second person for instructions etc</li><li>• Imperative verbs used for commands</li></ul></div>		<ul style="list-style-type: none"><li>• Form all letters correctly and at an appropriate size.</li><li>• Use appropriate spacing between words</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Use full stops</li><li>• Use capital letters, including for names, places, days of the week and the pronoun I</li><li>• Use exclamation marks</li><li>• Use question marks</li></ul>	<ul style="list-style-type: none"><li>• Adjectives</li><li>• Nouns</li><li>• Consonants and vowels</li><li>• Explain the difference between singular and plural</li><li>• Full stops need to go to end sentences.</li><li>• Explain difference between word and sentence (sentence = who and what).</li></ul>	<ul style="list-style-type: none"><li>• Understand that I can combine words together to make sentences.</li><li>• Write sentences about a range of subjects including personal experiences</li><li>• Write sentences and order them to create a simple narrative.</li><li>• Orally rehearse sentences before writing them down.</li><li>• Re-read what I have written to check it makes sense.</li><li>• Use some descriptive strategies to add detail for my reader (see appendix)</li></ul>		<ul style="list-style-type: none"><li>• Form all letters correctly, some capitals and digits 1-9</li><li>• Use spaces between words.</li></ul>
Reception	Not applicable	<ul style="list-style-type: none"><li>• Letter</li><li>• Word</li></ul>	<ul style="list-style-type: none"><li>• Spell words by representing the sounds in them, and represent sounds with a letter or letters</li><li>• Orally compose a sentence before writing.</li><li>• Write simple sentences or phrases that can be read by others.</li><li>• Begin to sequence ideas across two or more sentences (emerging skill)</li><li>• Use story vocabulary from familiar texts or class themes.</li></ul>		<ul style="list-style-type: none"><li>• Correctly form most letters</li></ul>
Nursery	Not applicable	<ul style="list-style-type: none"><li>• Not applicable</li></ul>	<ul style="list-style-type: none"><li>• Mark-make in a variety of contexts</li><li>• Give meaning to marks</li><li>• Use print in play (for example, labels, symbols)</li><li>• Begin to copy or attempt to write own name</li><li>• Use story language from familiar books in role-play</li><li>• Know early sounds</li></ul>		<ul style="list-style-type: none"><li>• </li></ul>

Appendix 1: When do we explicitly teach children how to write in different forms for different purposes?

	 Writing to entertain	Writing to entertain-  poetry	 Writing to inform	 Writing to instruct/explain	 Writing to persuade	 Writing to discuss
Y1	story : simple sentences sequenced to form a narrative	shape poetry	postcard	recount		
Y2	story: sentences sequenced to form a narrative	list poetry	letter	instructions	adverts	
Y3	story: narrative with beginning, middle and end.  diaries	kennings		explanation	leaflets	
Y4	story: narrative with beginning, middle and end.  playscripts	haiku	news reports email		letters	
Y5	story: narrative with build-up, climax, resolution and ending  comics	odes	biographies  blog posts			book/media reviews
Y6	narrative with clear build-up, climax, resolution and ending	blackout poetry	debate / balanced argument			news reports that have an element of bias

Year groups can also provide opportunities for children to revisit different forms of writing that have been explicitly taught within previous year groups.

**Note** – the key focus should be on the content – sentence level features and choices, rather than overall text type features.

Appendix 2: key sentence level features and text features

purpose	outcome	Sentence and text level features
Writing to entertain – narrative		<ul style="list-style-type: none"><li>• Time sequenced</li><li>• Paragraphs to organise sequence</li><li>• Range of tenses</li><li>• Range of cohesive devices EG Repetition of words or phrases, ellipsis, adverbials</li><li>• Range of descriptive strategies to create atmosphere or build a picture for the reader</li></ul>
Writing to inform	diary, postcard, letter, recount	<ul style="list-style-type: none"><li>• Chronological order – sequenced paragraphs</li><li>• Past tense</li><li>• First person – informal language</li><li>• Mix of facts and opinions</li></ul>
	News report / biography	<ul style="list-style-type: none"><li>• Facts and statements</li><li>• Quotations</li><li>• Higher level of formality</li><li>• Third person</li><li>• Mostly past tense</li><li>• Adverbials of place and time</li></ul>
	Balanced argument	<ul style="list-style-type: none"><li>• Statements – factual information</li><li>• Technical vocabulary</li><li>• Third person – formal</li></ul>
	Non-chronological report	<ul style="list-style-type: none"><li>• Statements – factual information</li><li>• Technical vocabulary</li><li>• Third person – formal</li></ul>
Writing to instruct/explain	Instructions	<ul style="list-style-type: none"><li>• Sequenced – chronological order</li><li>• Present tense</li><li>• Detailed information – prepositions, qualifiers, precise vocabulary</li><li>• commands</li></ul>
	explanation	<ul style="list-style-type: none"><li>• facts</li><li>• present tense</li><li>• technical vocabulary</li><li>• formal tone</li><li>• paragraphs - often in chronological order</li></ul>
Writing to persuade	Adverts	<ul style="list-style-type: none"><li>• 2<sup>nd</sup> Person – addressing the reader</li><li>• Adjectives and noun phrases for exaggeration</li><li>• Alliteration</li><li>• Emotive / exaggerated language</li><li>• Rhetorical questions</li><li>• Opinions and expert opinions</li><li>• Facts and statistics</li><li>• Planned repetition</li></ul>
	Brochure	
	Letter	
	speech	



Appendix 3 – examples of specific grammar and sentence structures appropriate to each year group and form

	Y1	Y2	Y3	Y4	Y5	Y6
Grammar and sentence construction	Use ‘and’ to link two main clauses	Use ‘and,’ ‘but’ & ‘or’ to link main clauses	Use coordinating conjunctions to link main clauses – but, or, and, <b>so</b> (boas)	Use coordinating conjunctions to link main clauses – but, or, and, so (boas)	Use coordinating conjunctions to link main clauses ( <b>fanboys</b> )	Use coordinating conjunctions to link main clauses (fanboys)
	Use past tense verbs that have ed endings, where no change to the root word is needed	Use present and past tense verbs that use ed endings and also irregular verbs				
			Use pronouns to avoid repetition between sentences: <i>The king surveyed his kingdom with a gleam in his eye. He looked over it proudly.</i>	Use pronouns and synonyms to avoid repetition between sentences: <i>The king surveyed his kingdom with a gleam in his eye. He looked over the lands proudly.</i>	Use pronouns and synonyms to avoid repetition between sentences: The king surveyed his kingdom with a gleam in his eye. He looked over the lands proudly.	Use pronouns and synonyms to avoid repetition between sentences and paragraphs: The king surveyed his kingdom with a gleam in his eye. He looked over the lands proudly.
	Use an adjective to add detail to a noun – <i>sharp claws, golden hair, a small blob</i>	Use an adjective to add detail or a specification to a noun – <i>sharp claws, golden hair, a pea-sized blob</i>	Use expanded noun phrases which contain multiple appropriate adjectives, and a prepositional phrase (place) – <i>the old, tattered book on the floor</i>	Use expanded noun phrases which contain specific adjectives and nouns, and a prepositional phrase (place/with) – <i>the old dictionary with a tattered cover, the Italian café where they would usually meet, the secret underwater cave at the bottom of the lake</i>	Use expanded noun phrases which contain carefully chosen adjectives and nouns, and a prepositional phrase (place/with) – <i>the parched traveller</i>	Use expanded noun phrases which contain carefully chosen adjectives and precise language – <i>the crooked battlements with scarred stonework</i>
		Use subordinating conjunctions to add more detail after a main clause – <i>if, when, because</i>	Use subordinating conjunctions to add more detail after a main clause – <i>if, when, because, that*, with, while, whenever, after, before</i> * EG the girl that had a scruffy coat on –not to be explicitly taught as a relative pronoun/relative clause	Use subordinating conjunctions to add more detail to main clauses – <i>if, when, because, that*, while, whenever, after, before, as, until</i>  * EG the girl that had a scruffy coat on –not to be explicitly taught as a relative pronoun/relative clause	Use subordinating conjunctions to add more detail to main clauses, and vary the position of these – <i>full ISAWAWABUB range</i>	Use subordinating conjunctions to add more detail to main clauses, and vary the position of these – <i>full ISAWAWABUB range</i>
					Use relative clauses to embed extra information, beginning with a relative pronoun: <i>who, which, where, when, whose, that</i>	Use relative clauses to embed extra information, beginning with a relative pronoun: <i>who, which, where, when, whose, that</i>
					Use modal verbs and adverbs to indicate possibility <i>Perhaps, Surely</i> <i>Might, should, will, must</i>	Use modal verbs and adverbs to indicate possibility <i>Perhaps, Surely</i> <i>Might, should, will, must</i>
		Use adverbials of time – <i>first, next, then, later, before, after, the next day</i>  Use adverbials of time as openers– <i>first, next, then, later, before, after, the next day</i>	Use adverbials of time, place and manner to clarify meaning for the reader Time - <i>soon, meanwhile, as, until, once</i> , last night, that night, finally, early in the morning, after a while Place: <i>in, beside, through</i> - <i>In the distance, beside the cabin, Through the darkness</i> Manner: <i>Suddenly, carefully, quickly.</i>  * No requirement to explicitly teach commas to mark these.	Use adverbials of time, place and manner to clarify meaning for the reader, including using them as openers.  Time - <i>soon, meanwhile, as, until, once</i> , last night, that night, finally, early in the morning, after a while Place: <i>in, beside, through</i> - <i>In the distance, beside the cabin, Through the darkness</i> Manner: <i>Suddenly, carefully, quickly.</i>  * Use commas to mark these features	Use a range of adverbials of time, place and manner, including using these as openers and to start paragraphs.  Time - <i>soon, meanwhile, as, until, once</i> , last night, that night, finally, early in the morning, after a while, <i>in recent weeks, immediately</i> Place: <i>in, beside, through</i> - <i>In the distance, beside the cabin, Through the darkness, in the middle of, right in front of me, beyond the, at the entrance of</i> , Manner: <i>Suddenly, quickly, cautiously, silently, with care,</i> Number: <i>firstly. secondly etc,</i>  Also use narrative-appropriate connecting adverbs to create links between sentences and paragraphs. <i>Besides, however, still</i>	Use a range of adverbials of time, place and manner, including using these as openers and to start paragraphs.  Time - <i>soon, meanwhile, as, until, once</i> , last night, that night, finally, early in the morning, after a while, <i>in recent weeks, immediately</i> Place: <i>in, beside, through</i> - <i>In the distance, beside the cabin, Through the darkness, in the middle of, right in front of me, beyond the, at the entrance of</i> , Manner: <i>Suddenly, quickly, cautiously, silently, with care,</i> Number: <i>firstly. secondly etc,</i>  Also use narrative-appropriate connecting adverbs to create links between sentences and paragraphs. <i>Besides, however, still</i>
		Use exclamation sentences that start with ‘what’ ‘how’ – <i>what big eyes you have! How exciting!</i>			Use dashes to embed extra information, or a character’s exclamation, thoughts and opinions.  <i>She had never seen such a desolate landscape before – how dreary!</i> <i>The boy – a true prodigy – could play eight instruments.</i>	Use dashes to embed extra information, or a character’s exclamation, thoughts and opinions.  <i>She had never seen such a desolate landscape before – how dreary!</i> <i>The boy – a true prodigy – could play eight instruments.</i>
Additional strategies		Onomatopoeia	Alliteration	Use similes as a descriptive strategy	Use metaphors as a descriptive strategy	Use personification as a descriptive strategy
				Power of three		Use passive voice to affect how information is presented in a sentence.
			Show not tell using senses The room was messy – the room was covered in mountains of clothes The woods were quiet – She couldn’t hear a single sound. She saw the children outside playing.	Show not tell using actions The room was noisy – the character covered their ears so they couldn’t hear the shouting and singing He was lonely – he stared out of the window and wrapped his arms around himself.	Show not tell using dialogue. “How dare you!” he bellowed. “Wait, I don’t know what’s happening!” he said.	
Additional non-fiction strategies		Imperative verbs to create commands			Connecting adverbs – firstly, also, for example, however	Connecting adverbs – firstly, also, for example, however, in fact, consequently, furthermore, overall