



CHJS Curriculum Map for Writing



Let your light shine (Matthew 5:16)

In Writing, children are encouraged to let their light shine by developing a strong command of the spoken and written language to express and communicate their emotions, thoughts and creativity, to enable them to fully engage in both real-life and fantasy contexts. They are also encouraged to make positive changes within their classroom by sharing their knowledge with their peers and supporting each other with their learning.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
Knowledge of composition	To know I need to identify audience and purpose and discuss writing similar to which I am planning & learn from its structure, vocabulary & grammar appropriate to my year group.	To know I need to identify audience and purpose and discuss writing similar to which I am planning & learn from its structure, vocabulary & grammar appropriate to my year group.	To know I need to identify audience and purpose and discuss writing similar to which I am planning & learn from its structure, vocabulary & grammar appropriate to my year group.	To know I need to identify audience and purpose and discuss writing similar to which I am planning & learn from its structure, vocabulary & grammar appropriate to my year group.
	To know I need to plan writing by discussing & recording ideas within a given structure.	To know I need to plan writing by discussing & recording ideas.	To know I need to plan writing by noting & developing initial ideas, drawing on reading where necessary.	To know I need to plan writing by noting & developing initial ideas, drawing on reading where necessary.
	To know I need to orally rehearse sentences with a rich vocabulary & varied structures.	To know I need to orally rehearse sentences with a rich vocabulary & varied structures.	To know I need to plan writing by considering how authors have developed characters & settings in what the class have read, listened to or seen performed.	To know I need to plan writing by considering how authors have developed characters & settings in what the class have read, listened to or seen performed.
	To know I need to organise writing into paragraphs by grouping material.	To know I need to organise writing into paragraphs around a theme.	To know I need to write by selecting appropriate grammar & vocabulary.	To know I need to write by selecting appropriate grammar & vocabulary.
	To know I need to create settings, characters & plot.	To know I need to create settings, characters & plot with consideration for audience & purpose.	To know I need to create settings, characters & plot and integrating dialogue to convey character .	To know I need to create settings, characters & atmosphere and integrating

				dialogue to convey character and advance the action.
	SEE SEPARATE DOCUMENT FOR KEY PROGRESSION FEATURES	SEE SEPARATE DOCUMENT FOR KEY PROGRESSION FEATURES	SEE SEPARATE DOCUMENT FOR KEY PROGRESSION FEATURES	
	To know I need to draft & write non-narrative using headings & sub-headings to organise texts.	To know I need to draft & write non-narrative using simple organisational devices.	To know I need to draft & write using devices to build cohesion within a paragraph. (then, after that, this, firstly)	To know I need to draft & write by linking ideas across paragraphs using a wider range of cohesive devices (repletion of word/phrase, grammatical connections & ellipsis)
Knowledge of editing	To know I need to evaluate & edit by assessing the effectiveness of my own writing.	To know I need to evaluate & edit by assessing the effectiveness of my own & others' writing.	To know I need to draft & write by linking ideas across paragraphs with adverbials of time, place & number and with tense choices (he had seen her before)	To know I need to draft & write non-narrative using further organisational & presentational devices to structure text & guide the reader (headings, sub-headings, bullet points, columns, tables).
	To know I can evaluate & edit by proposing changes to a/an, conjunctions, adverbs & prepositions.	To know I can evaluate & edit by proposing changes to accurate choices in pronouns in sentences, expanded noun phrases & fronted adverbials.	To know I can draft & write non-narrative using further organisational & presentational devices to structure text & guide the reader (headings, bullet points, underlining).	To know I can evaluate & edit by assessing the effectiveness of my own & others' writing with reasoning.
	To know to proof-read for errors in (. ' , ? ! ""')	To know to proof-read for errors in (' for possession, "" and , for fronted adverbials)	To know I need to evaluate & edit by assessing the effectiveness of my own & others' writing.	To know I need to evaluate & edit by proposing changes to vocabulary, grammar & punctuation to enhance effects & clarify meaning.
	To know to read my writing aloud using appropriate intonation, tone & volume.	To know to read my writing aloud using appropriate intonation, tone & volume.	To know I need to evaluate & edit by proposing changes to vocabulary, grammar & punctuation to enhance effects & clarify meaning.	To know I need to evaluate & edit by ensuring mostly correct use of tense throughout a text.
			To know I need to evaluate & edit by ensuring mostly correct	To know I need to evaluate & edit by ensuring correct use of

			use of tense throughout a text.	subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing and choosing the appropriate register.
			To know I need to evaluate & edit by ensuring correct use of subject & verb agreement when using singular & plural, distinguishing between the language of speech & writing.	To know to proof read for spelling errors linked to spelling statements in Yr6.
			To know to proof-read for errors in () - , to indicate parenthesis and , to clarify meaning or avoid ambiguity)	To know to proof-read for errors in (; : - punctuation of bullet points in lists, use of hyphens).
			To know to read my writing aloud using appropriate intonation, tone & volume.	To know to read my writing aloud using appropriate intonation, tone & volume.
Knowledge of vocabulary, grammar and punctuation	To know that nouns are formed using a range of prefixes (super-, anti-, auto-)	To understand the difference between plural and possessive -s	To know that nouns and adjectives can be converted to verbs using suffixes (-ate, -ise, -ify)	To understand the difference between vocabulary of informal & formal speech (find out vs discover, ask for vs request)
	To understand word families are based on common root words (solve, solution, dissolve, insoluble)	To understand the term determiner.	To understand the meanings of the verb prefixes (dis-, de-, mis-, over- and re-	To understand how words are related by meaning as synonyms & antonyms.
	I understand the terms clause & subordinate clause.		To understand the terms cohesion & ambiguity.	To understand the terms subject, object, active, passive.
				To understand the difference between structures of informal and formal speech (e.g question

				tags – He’s your friend, isn’t he? & subjunctive form – Were they to come in)
Knowledge of handwriting	To understand which letters, when adjacent to one another, are left unconnected.	To understand which letters, when adjacent to one another, are left unconnected.	To decide which letters to join and which to not join.	To decide which letters to join and which to not join.
Disciplinary Knowledge	Year 3	Year 4	Year 5	Year 6
Application of vocabulary, grammar and punctuation	To use the forms a or an correctly.	To use standard English forms for verb inflections (we were vs we was)	To use verb prefixes (dis-, de-, mis-, over- and re-	To use the passive voice to affect the presentation of information.
	To express time, place & cause using conjunctions (when, before), adverbs (then, soon) & prepositions (after, before)	To use noun phrases expanded by modifying adjectives, nouns & preposition phrases (the strict maths teacher with curly hair)	To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	To use a wider range of cohesive devices (repetition of word/phrase, grammatical connections & ellipsis) to link ideas across paragraphs.
	To group related material in paragraphs.	To use fronted adverbials with , after (Later that day,)	To use modal verbs to indicate degrees of possibility.	To use - to clarify meaning or avoid ambiguity.
	To use the present perfect form of verbs instead of just simple past (He has gone out to play vs He went out to play)	To make the appropriate choice of noun or pronoun within & across sentences to aid cohesion & avoid repetition.	To use devices to build cohesion within a paragraph (then, after that, this)	To use ; : - to mark the boundary between independent clauses.
	To begin to use “” to punctuate direct speech.	To organise paragraphs around a theme.	To link ideas across paragraphs with adverbials of time, place & number and with tense choices (he had seen her before)	

		To use "" and , after reporting clause to punctuate direct speech.	To use () - , to indicate parenthesis and , to clarify meaning or avoid ambiguity)	
		To use ' to mark plural possession (the girls' names vs the girl's name)		
Application of spelling	To use the prefixes un-, dis-, mis-, re-, pre-	To use the prefixes in-, im-, il-, sub-, inter-, super-, auto-, anti-	To spell words with the endings which sound like /shush/ spelt -cious or tious (suspicious, ambitious)	To add suffixes beginning with vowel letters to words ending in -fer (referred, preferring)
	To add suffixes beginning with vowel letters to words of more than one syllable (forgetting, preferred, gardening)	To use the suffixes -ation & -ous.	To spell words with the endings which sound like /shil/ spelt -cial or -tial (official, partial)	To use prefixes involving the hyphen (co-ordinate, re-enter)
	To spell words with /ay/ sound spelt ei, or eigh, or ey (eight, they)	To spell words with the endings which sound like /shun/ spelt -cian, -sion or -tion (invention, discussion)	To spell words ending in -ant, -ance/ancy, and -ent, -ence/ency (tolerant, transparency)	To distinguish between homophones & other words which are often confused (English appendix 1)
	To spell words with the endings which sound like /zhun/ (division, decision)	To spell words containing the /g/ sound spelt gue (league, tongue)	To spell words with the letter string ough (bought, rough, through, bough)	To spell words with the -able and -ible endings correctly.
	To spell homophones (see separate list)	To spell homophones (see separate list)	To spell words with silent letters (knight, psalm, solemn)	To use a thesaurus confidently.
	To spell words that re often misspelt (Appendix 1)	To spell words containing the /k/ sound spelt que (unique, antique)	To use knowledge of morphology & etymology in spelling & understand that the spelling of some words needs to be learnt specifically.	To use knowledge of morphology & etymology in spelling & understand that the spelling of some words needs to be learnt specifically.
	To spell words containing the /i/ sound spelt y (myth, gym)	To spell more complex words that re often misspelt (Appendix 1)	To spell words with the ee sound after c	To use a dictionary to check the spelling & meaning of words.

	To spell words using the /u/ sound spelt ou (touch, double)	To spell words with /s/ sound spelt with sc (science, scene)	To use the first 3-4 letters of a word to check its spelling in the dictionary.	
	To spell words with /k/ sound spelt with ch (scheme, school)	To place the possessive apostrophe correctly in words with regular plurals (girls' boys')	To use a thesaurus, beginning to understand nuance of meaning.	
	To spell words with /sh/ sound with ch (machine, chalet)	To use the first 3-4 letters of a word to check its spelling in the dictionary.		
	To use the suffix -ly			
	To use the first 2-3 letters of a word to check its spelling in the dictionary.			
	To spell words ending in 'ture' & 'sure'			
Handwriting	To increasingly use diagonal & horizontal strokes that are needed to join letters.	To use diagonal & horizontal strokes that are needed to join letters.	To write legibly & fluently, with increasing speed through improving choices about the shape of a letter.	To write legibly & fluently, with increasing speed through improving choices about the shape of a letter.
	To begin to ensure that the downstrokes of letters are parallel & equidistant.	To ensure that the downstrokes of letters are parallel & equidistant.	To choose the writing implement that is best suited to a task for increased legibility and fluency.	To choose the writing implement that is best suited to a task for increased legibility and fluency.
	To begin to write the lines, so the ascenders & descenders do not touch each other.	To write the lines, so the ascenders & descenders do not touch each other.		
Vocabulary	paragraph, setting, plot, character, audience,	See previous year groups PLUS:	See previous year groups PLUS:	See previous year groups PLUS:

	purpose, draft, editing, (non) narrative, sub-headings, evaluate, conjunctions, adverbs, prepositions, intonation, tense, nouns, prefixes, word family, root words, clause, subordinate clause, adjacent, present perfect, direct speech, homophone, downstroke, ascender, descender,	pronouns, expanded noun phrases, fronted adverbials, possession, plural, possessive, determiner, modifying adjective, cohesion, repetition, reporting clause, parallel, equidistant,	headings, bullet points, evaluate, subject & verb agreement, parenthesis, ambiguity, modal verbs, relative clauses, morphology, etymology, legibility, fluently,	atmosphere, cohesive devices, columns, tables, clarify, hyphens, (in)formal, synonym, antonym, subject, object, active, passive, subjunctive form, ellipsis, colon, semi-colon.
Cross-curricular reading	Stone age texts (Stone Age boy, The Quarry poem) British heritage texts (Macbeth, Double, Double, Toil and Trouble poem) Rainforests (How the leopard got its spots, Great Kapok Tree) Greek days (Myths of Perseus & Medusa) Egyptians (There's a pharaoh in my bath, Piercing the veil poem)	Ancient Romans (Escape from Pompeii, Survivor: Escape from Pompeii, You wouldn't want to be a Roman soldier! How to be a Roman Soldier, The Usborne Official Roman Soldiers Handbook) Extreme Earth (Escape from Pompeii, Survivor: Escape from Pompeii) Climate Change/Living things and their habitats (The Last Bear) Anglo-Saxons (Beowulf) Digestion (various explanation texts)	Local area study (Floodlands) Space (various info texts) Vikings (The Kraken poem, Viking Boy) Shackleton's journey Local study (Little Foxes, The Fox and the ghost king)	WW2 (Diary of Anne Frank, Rose Blanche, Letters from the Lighthouse, Friend or Foe) Evolution (Skellig) Baghdad (1001 Arabian Nights) Greek Days (Odysseus)
Cross-curricular links	Stone age narrative and poem Information report – Rainforest narrative	Roman soldier Information report Newspaper article – human impact on animal habitats	Persuasive letter linked to Floodlands Space information report Viking narrative and narrative poem	Recount based on Anne Frank Historical narrative – retelling of Rose Blanche Non-chronological report – The Origin of the Species

	Egyptian Narrative set in familiar setting Mummification instructions	Narrative – Beowulf adventure	Historical recount of the Battle of Bosworth	Newspaper report - Sharazad
Christian Values	<p>Courage – Children develop the courage to express their thoughts and emotions and know that they will not get it right first time. Editing is taught and encouraged to help children develop their confidence in exploring new vocabulary skills.</p> <p>Fairness: Through experience days, children put themselves into the position of characters, to explore their motivation and emotions. They use role play, hot-seating and debate to ensure they develop the full sense of a character.</p> <p>Kindness: Kindness is fostered through the use of peer evaluation.</p> <p>Koinonia: Ideas and skills are developed through regular use of shared writing. Writing outcomes are often shared with the local community, where appropriate.</p> <p>Responsibility: Children develop the discipline for using appropriate word choices and know the effects of these words. Children develop the responsibility to apply the spellings and grammar that they have been taught into their own writing.</p> <p>Thankfulness: Children show thankfulness for the opportunities to share their writing, both within the class and a wider audience. They are grateful to share the writing of others, in order to further develop their ideas.</p> <p>Truthfulness: Through written language, children learn how they can communicate honesty and integrity.</p>			
Spiritual Development	<p>Spirituality is the act of being fully human by discovering and revealing ourselves through love. We realise this through the personal stories that hold meaning for us and help us to become who we are. The more that we explore these and therefore journey to this land of the spirit, the more natural it becomes.</p>			

Through the use of well-chosen texts and the class discussion that follows, our children will experience positive changes within their soul. We aim for the texts that the children read to leave a lasting imprint, so that they mould their character, build their resilience and make a positive impact in the world that we live in.

This can be done through:

- sharing empathy with authors and the characters in stories and plays and developing techniques to show emotions and sentiments in their own writing.
- Appreciating the beauty in language – both by reading and creating their own written pieces
- Understanding what makes a character a hero or heroine in literature and taking time to create their own characters with remarkable qualities