

Writing | Intent and Implementation

What is our curriculum aim?

We intend to provide pupils with the skills needed to allow them to write and share their ideas and emotions effectively. Pupils will leave our school with the skills that enable them to write for a range of audiences, purposes, and formalities. This will allow them to continue to achieve and shine as they progress to the next stages of their education.

We promote high standards of oracy and literacy from Foundation Stage to Year 6 with a wide variety of opportunities across different genre that allow them to apply this knowledge of higher level vocabulary (tier 2 and tier 3), language and text structure to develop their writing skills across the curriculum.

Writing is a skill which requires various processes and levels of understanding. In order to write effectively, children need to be confident and competent in applying skills of text generation (ideas, words and sentences); executive function (planning, motivation to write and revision of writing) and transcription (spelling, typing and handwriting).

Our aim to teach each of these elements of writing through units of work, where children have opportunities to develop their abilities in each of the 5 stages of writing:

- Planning
- Drafting
- Revising
- Editing
- Publishing



Writing I Intent and Implementation



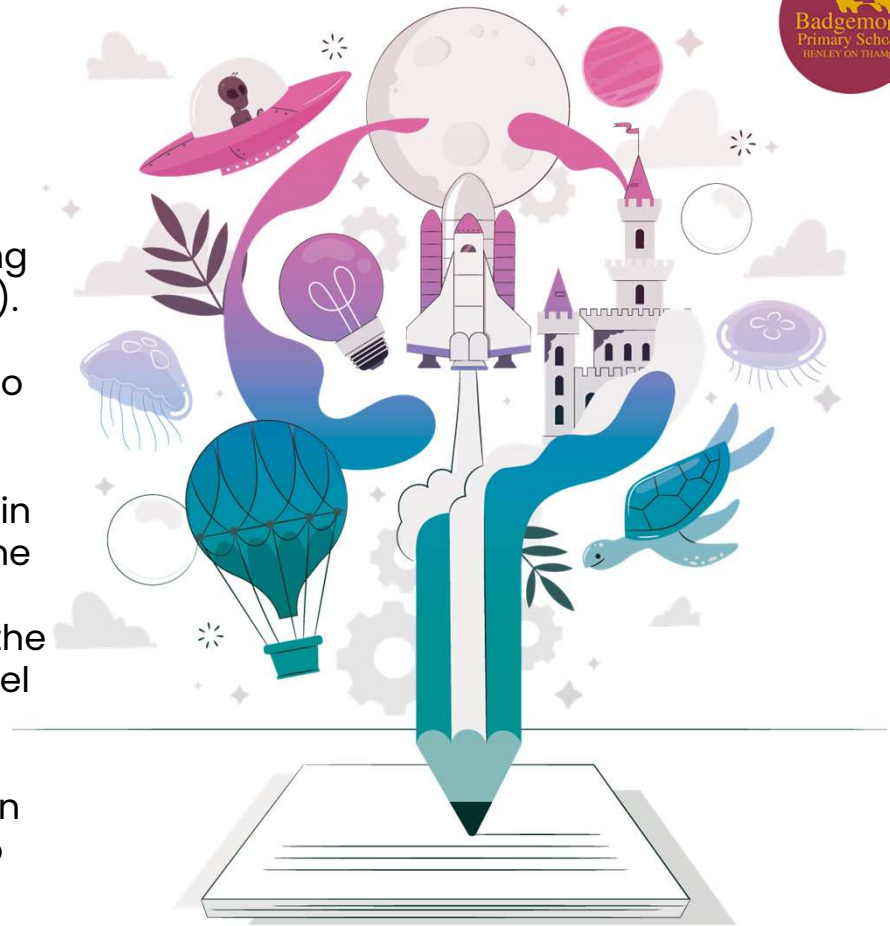
How is writing taught?

All writing units start with the key focus of why they are writing and who they are writing for (the purpose and the audience). Through hooks at the start of each unit, children will be motivated with a real reason to write, and a clear idea of who their audience will be.

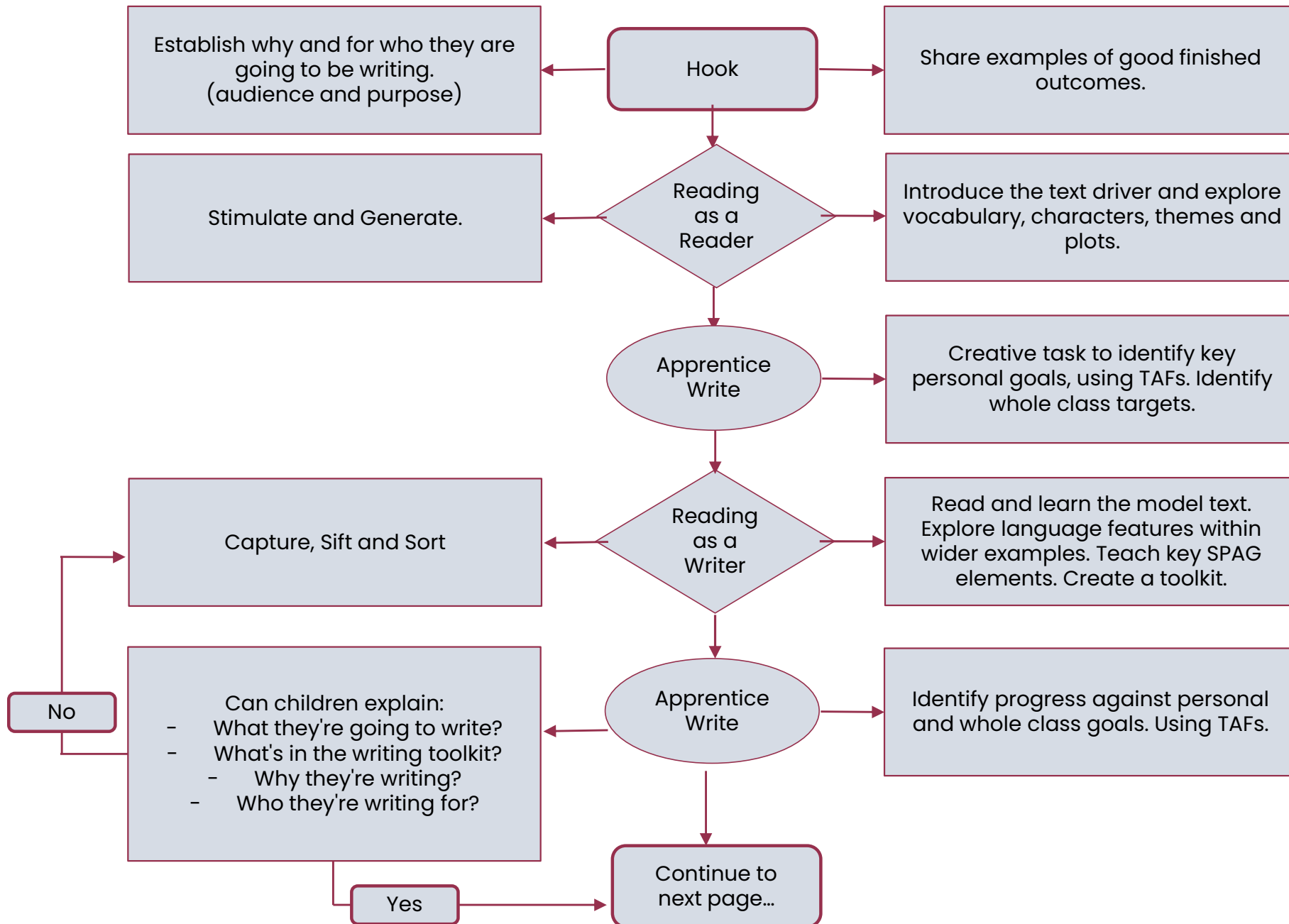
Once purpose and audience is established, children will begin preparing to write by closely analyzing a model text within the genre they are writing in. This will be a good example of this genre of writing, and through close reading and analysis of the text (with potentially some imitation – learning – of the model text where appropriate), children will be able to develop a toolkit for writing. This element of the writing unit will closely align with our reading intent and implementation, as children will be reading as writers and using VIPERS style questions to analyse the authors choice of vocabulary, structure and language features.

Once ready to write, children will be able to apply their understanding of the genre in an independent writing piece, following the five processes of writing. Teachers will teach mini-lessons to guide pupils in the skills of planning, drafting, revising, editing and publishing effectively, but the focus of these lessons will be to allow children opportunities to write and receive feedback on their work. Opportunities to share writing within the class will be used to share best practice and highlight good examples of the writer's toolkit being used.

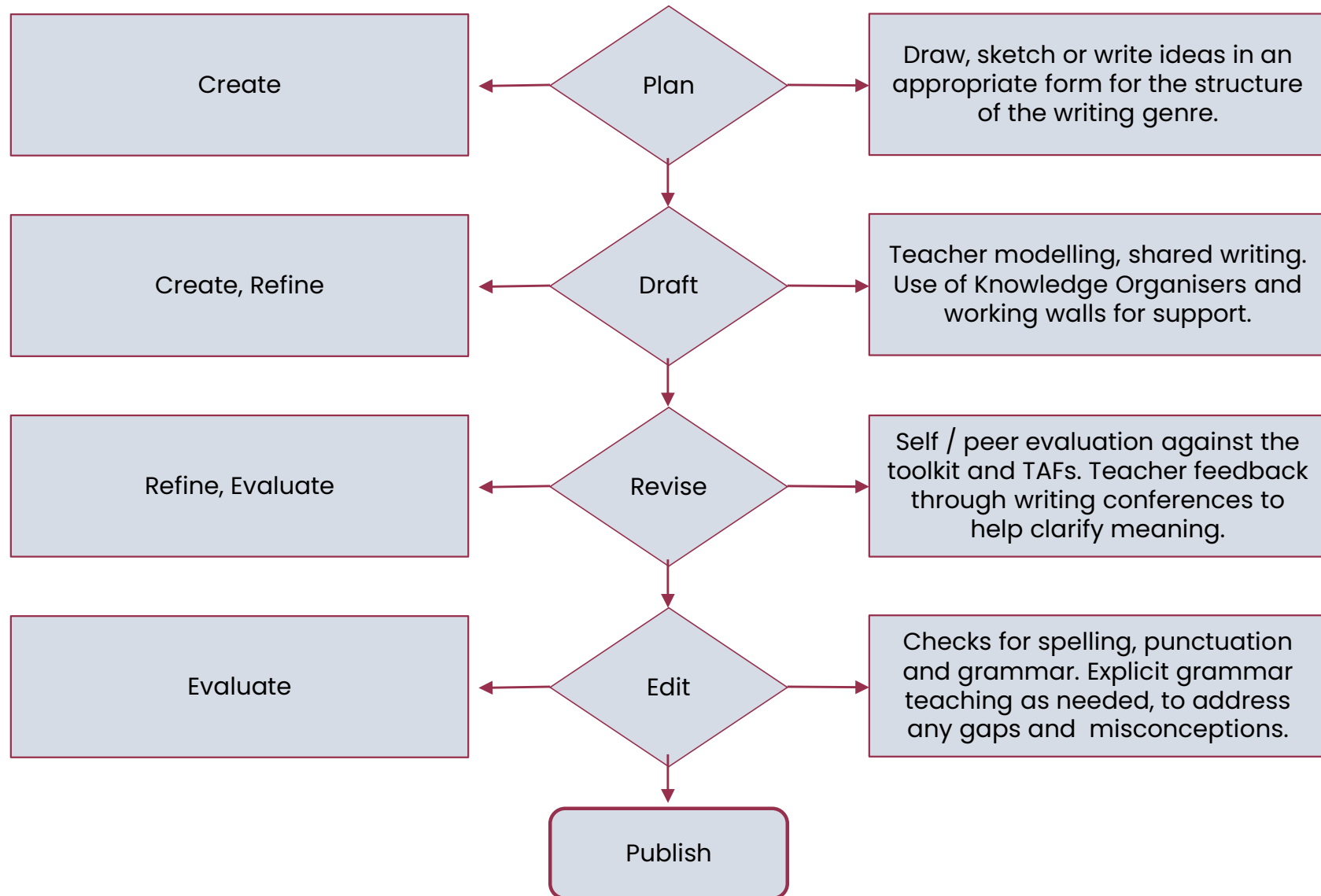
Elements of grammar and punctuation will be integrated into the units of learning that children will be undertaking, and spelling is taught discreetly, following the No Nonsense Spelling sequence of learning. Handwriting is taught discreetly, following a policy based on the Handwriting Association scheme across the school.



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Why do we teach this way?

Hook – when children are invited to write pieces for an audience beyond their teacher’s evaluation, it can result in a positive effect size of +1.07 (Young & Ferguson 2021).

Reading as a Reader – when children are given opportunities to explore vocabulary, characters, themes, plots and generally just read as readers, it can result in a positive effect size of +0.81. (Young and Ferguson, 2011).

Reading as a Writer – when children are invited to read a variety of mentor texts which match what they’ve been asked to make, it can result in a positive effect size of +0.76. For children with writing difficulties, it can be +0.94 (Young & Ferguson 2021, 2023). Identifying the writer’s toolkit for the genre of writing can result in a positive effect size of +2.03 (Young & Ferguson 2021).

Ready to Write – there is a strong cognitive and motivational case for letting children generate their own writing ideas within the parameters of a class writing project. They can write using content held in their long-term memory and they are motivated to produce their best writing (Young & Ferguson 2022).

Plan – when children are invited to generate ideas and make a plan for their writing, it can result in a positive effect size of +0.54. For children with writing difficulties, it can be +1.55 (Young & Ferguson 2021, 2023).

Draft – when children are set small achievable drafting goals each day, it can result in a positive effect size of +2.03 (Young & Ferguson 2021).

Revise – when children are invited to evaluate their writing against a writer’s toolkit, it can result in a positive effect size of +2.03 (Young & Ferguson 2021).

Edit – when children are set small achievable proof-reading goals each day, for example for capitalization, use of vocabulary, punctuation and spelling, it can result in a positive effect size of +2.03 (Young & Ferguson 2021).

Publish – when children are invited to publish pieces for an audience beyond their teacher’s evaluation, it can result in a positive effect size of +1.07 (Young & Ferguson 2021). This is also an excellent opportunity for teachers to deliver contextualized handwriting instruction and give children individualized instruction and feedback on their handwriting.

Writing | Key Concepts



Writing | Content Spine



Year 1									
	Autumn			Spring			Summer		
Text Type	Lists	Non-Chron Report	Letter Writing	Repetitive story	Instructions	Recount	Wanted Poster	Journey Story	Diary
Model Text	The Tiger who came to Tea	The Emperors Egg	Dear Greenpeace	Brown Bear, Brown Bear, what do you see?	Paddington	We're going on a bear hunt	The Three little Pigs	.The Runaway Chapati	Handa's Surprise
Outcome	Shopping list	Fact file about Emperor penguins	Letter to Pete Penguin	Own repetitive story.	Recipe: How to Make A Marmalade Sandwich	Recount of the journey.	Wanted Poster for the Wolf.	Innovated narrative	Diary entry
Purpose and Audience	To inform Own use at the shop.	To inform. Key Stage 2 Children	To enquire Pete Penguin	To entertain Publish own book	To instruct Paddington	To recall Share with Peers	To describe The School	To entertain Parents	To recount To display in class

Year 2									
	Autumn			Spring			Summer		
Text Type	Character Description	Instructions	Diary Entry Setting Poetry	Journey Narrative	Non-Chron Report	Recount	Innovated Narrative	Autobiography	Letter Writing
Model Text	Grace Darling	How to make a sandwich	A day in the life - The Whale	Vlad and the Great Fire	L is For London	Molly McDrew and the Great Fire of London.	Pattan's Pumpkin	This Is How We Do It	The Life of Mary Seacole
Outcome	A character description of Grace Darling	A set of instructions to make lunch.	Diary entry from Ida's point of view.	A narrative with setting descriptions	B is for Badgemore Book	Recount the events of the Great Fire	Own narrative with alternative characters and plot	Autobiography	A letter to Mary Seacole
Purpose and Audience	To publish for the class reading corner.	To read to Year 1	To be published as a message in a bottle	To publish for the class reading corner	Publish as a book for the School Library	For display	To publish as a book for the class reading corner	To keep for ourselves - and add to!	For their new teacher to read

Writing I Content Spine



Year 3									
	Autumn			Spring			Summer		
Text Type	Narrative	Newspaper Report	Diary	Narrative-Fairytale	Instructions	Biography	Non-chronological Report	Letter	Poetry
Model Text	Stone Age Boy	Escape from Pompeii	Roman Diary	Egyptian Cinderella	How to mummify an apple	King Tutankhamun biography	The Great Kapok Tree	The Great Kapok Tree	There's a Rang-Tan in my bedroom
Outcome	Setting Description	Own newspaper report	Diary entry	Own fairytale story	A set of instructions on how to mummify	Biography of King Tutankhamun	To write an informative leaflet about the rainforest	Persuasive letter to stop deforestation	A poem about the rainforest
Purpose and Audience	To describe and entertain Year 5/6 students	To inform parents and Peers	To report and express to classmates	To entertain for a class book	To instruct parents and peers	To inform parents	To inform and present information to share with KS2 students	To persuade the government	To perform a poem to the class.

Year 4									
	Autumn			Spring			Summer		
Text Type	Descriptive writing	Narrative	Recount	Descriptive writing	Non-Chron Report	Recount	Narrative	Letter	
Model Text	The Princess who hid in a Tree	Arthur and the Golden Rope	Anglo Saxon Boy	Children of the Quicksand's	Africa-Amazing Africa	Children of the Quicksand's	My Friend Walter		
Outcome	Character description	Journey Narrative	Letter	Setting description	Fact file around Africa	Diary entry	Newspaper	Letter entry	
Purpose and Audience	Published on class display. To express	To present to an older class. To entertain	To persuade a peer.	To express To share in assembly	Class display To inform	To recount To share with another class	Class newspaper To recite	To empathise To perform to parents	

Writing I Content Spine



Year 5									
	Autumn			Spring			Summer		
Text Type	Character description	Suspense narrative	Non – Chronological report	Using dialogue in narrative	Biography	Newspaper	Descriptive	Persuasive leaflet	Myth and Legends
Model Text	Cogheart	Hound of the Baskervilles	Great Exhibition	Cosmic	Katherine Johnson	Hidden Figures	Mythologica	Come to Greece	Pandora’s Box and Medusa
Outcome	Write a character description	Write your own ending to the suspense narrative	Make a non-chron report for a leaflet	Narrative Write a narrative with dialogue	Biography of Katherine Johnson’s life	To write a short article	Write own Greek god description	Write persuasive travel leaflet	Write own Greek myth
Purpose and Audience	Share with peers To describe	Class book To dramatise	For a museum To explain	Share with peers To entertain	Publish to share with parents	Create own front cover and publish To inform	Class book To describe	Publish to share with parents To educate	To share with year 6 To entertain

Year 6									
	Autumn			Spring			Summer		
Text Type	Diary entry	Adventure Stories	Poetry	Persuasive leaflet	Non chronological	Balanced Argument	Journal	Letter	Narrative
Model Text	Evacuee’s Diary	The Gas Mask Story	High Flight: John Gillespie Magee	Holes	Holes – yellow spotted lizard	Should Graffiti be made legal ?	The Arrival	The Arrival	The Unforgotten Coat
Outcome	Write a diary entry as an evacuee	Write own adventure narrative	Write own WWII poetry	Write a leaflet to advertise Camp Green lake	Write an information double page	To write balanced argument	A journal from Father’s point a view	A letter to persuade the family to join him	Write 3 rd person point of view of meeting refugee
Purpose and Audience	Share with 60 + club To empathise	To be made into a book.	To publish for display	Families To persuade	Class book To inform	To perform in class	Peers To empathise	For family To persuade	For class book

Writing I Progression Map - Planning



Year 1

- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.

Year 2

- Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary

Year 3

- discuss and record ideas
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- begin to use ideas from their own reading and modelled examples to plan their writing.

Year 4

- discuss and record ideas in suitable formats for the type of writing
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Year 5

- plan 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
- note and develop initial ideas, drawing on reading and research where necessary
- use a range of planning models
- consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Year 6

- plan structure and content of writing, developing initial ideas, in an efficient and clear way
- use a range of planning models, choosing the most appropriate model for the text type

Writing I Progression Map - Drafting



Year 1

- Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.
- sequence sentences to form short narratives

Year 2

- write down ideas and/or key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence.

Year 3

- begin to organise paragraphs around a theme
- Compose and rehearse sentences orally (including dialogue).
- Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).

Year 4

- organise paragraphs around a theme
- in non-narrative material, use simple organisational devices (headings & subheadings)
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Year 5

- use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- distinguish between the language of speech and writing and to choose the appropriate level of formality

Year 6

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

Writing I Progression Map - Revising



Year 1

- sequence sentences to form short narratives.
- discuss what they have written with the teacher or other pupils.
- reread their writing to check that it makes sense and to independently begin to make changes.
- use adjectives to describe.
- start to engage readers by using adjectives to describe.

Year 2

- make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Year 3

- make deliberate ambitious word choices to add detail.
- in narratives, develop settings, characters and plot through description and action

Year 4

- consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
- create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

Year 5

- consistently link ideas across paragraphs.
- proofread work to précis longer passages by removing unnecessary repetition or irrelevant details
- describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace

Year 6

- use a wide range of devices to build cohesion within and across paragraphs
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing
- select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Writing I Progression Map - Editing



Year 1

- reread to make sure that their writing makes sense

Year 2

- reread to check that the correct tense is used throughout.
- proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

Year 3

- proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.
- assess the effectiveness of their own and others' writing and suggest improvements propose changes to

Year 4

- proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Year 5

- proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements
- ensure the consistent and correct use of tense throughout a piece of writing

Year 6

- habitually proofread for spelling and punctuation errors
- assess the effectiveness of their own and others' writing
- ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Writing I Progression Map - Publishing



Year 1

- read their writing aloud clearly enough to be heard by their peers and the teacher.
- Present their work appropriately, so that the reader can read their work

Year 2

- read aloud what they have written with appropriate intonation to make the meaning clear.
- vary the presentation of the work to suit a particular purpose or audience

Year 3

- begin to read their own writing aloud, to a group or the whole class with expression so that the meaning is clear
- begin to make deliberate choices about how they present their work according to the audience and purpose

Year 4

- begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
- choose an appropriate format to publish the work for the chosen purpose or audience

Year 5

- consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes
- present work effectively for the chosen purpose and audience, making deliberate decisions about design and layout
- perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear

Year 6

- use the most effective presentational devices to structure text and to guide the reader
- explain their presentation choices in relation to their purpose and audience
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)

Writing I Progression Map - Handwriting



Year 1

- Sit correctly at a table, holding a pencil comfortably and correctly
- Use finger spaces between words
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Year 2

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.

Year 3

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Increase the legibility, consistency and quality of their handwriting
- To begin to choose how to present their work in an appropriate manner to the task and audience

Year 4

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Have legible, consistency and quality in their handwriting
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for a task
- Choose how to present their work in an appropriate manner to the task and audience

Year 5

- Has a clear and consistent writing style
- Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency.

Year 6

- Maintains legibility in joined handwriting when writing at speed.
- Varies handwriting styles to suit task and audience

Writing I Progression Map – Grammar and Punctuation



	Sentence Construction and Tense	Use of Phrases and Clauses
Y1	<ul style="list-style-type: none"> Use simple sentence structures. 	<ul style="list-style-type: none"> Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences.
Y2	<ul style="list-style-type: none"> Use the present tense and the past tense mostly correctly and consistently. Form sentences with different forms: statement, question, exclamation, command. Use some features of written Standard English. 	<ul style="list-style-type: none"> Use co-ordination (or/and/but). Use some subordination (when/if/ that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).
Y3	<ul style="list-style-type: none"> Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.
Y4	<ul style="list-style-type: none"> Always maintain an accurate tense throughout a piece of writing. Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
Y5	<ul style="list-style-type: none"> use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
Y6	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> Use the subjunctive form in formal writing. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice. Use question tags in informal writing.

Writing I Progression Map – Grammar and Punctuation



	Punctuation	Use of Terminology
Y1	<ul style="list-style-type: none"> Use finger spaces between words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> Recognise letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
Y2	<ul style="list-style-type: none"> Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces. Use full stops to end sentences. Begin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
Y3	<ul style="list-style-type: none"> Use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
Y4	<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas 	<ul style="list-style-type: none"> Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
Y5	<ul style="list-style-type: none"> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
Y6	<ul style="list-style-type: none"> Use commas consistently to clarify meaning or to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.

Writing I Progression Map - Spelling



Year 1		Year 2	
<p>Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'</p> <p>Words with the /k/ and /nk/ sound</p> <p>Words with the trigraph 'tch'</p> <p>Adding '-s' and '-es' to make plurals</p> <p>Adding the suffixes '-ing' and '-ed'</p> <p>Adding the prefix 'un-' and the suffixes '-er' and '-est'</p> <p>Compound words and words with unstressed vowels</p> <p>Words with the digraphs 'ai' and 'oi'</p> <p>Words with the digraphs 'ay' and 'oy'</p> <p>Words with the split digraph 'a_e'</p> <p>Words with the split digraph 'e_e'</p> <p>Words with the split digraph 'i_e'</p> <p>Words with the split digraph 'o_e'</p> <p>Words with the split digraph 'u_e'</p> <p>Words with the digraph 'ar'</p> <p>Words with the digraph 'ee'</p> <p>Words where the digraph 'ea' makes an /ee/ sound</p> <p>Words where the digraph 'ea' makes an /e/ sound</p> <p>Words where the digraph 'er' is stressed</p> <p>Words where the digraph 'er' is unstressed</p> <p>Words with the digraphs 'ir' and 'ur'</p> <p>Words with the digraphs 'oo'/oo/</p> <p>Words with the digraphs 'oo'/u/</p>	<p>Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p>Words where the digraph 'ou' makes an /ow/ sound</p> <p>Words where the digraph 'ow' makes an /ow/ or /oa/ sound</p> <p>Words ending in 'y'/ee/ and 've'/e/</p> <p>Words with the digraphs 'ue' and 'ew'</p> <p>Words where 'ie' makes an /igh/ sound</p> <p>Words where 'ie' makes an /ee/ sound</p> <p>Words with the trigraph 'igh'</p> <p>Words with the digraph 'or' and the trigraph 'ore'</p> <p>Words where 'aw' and 'au' make an /or/ sound</p> <p>Words with the trigraphs 'air' and 'ear'</p> <p>Words where the trigraphs 'air' and 'ear' make an /air/ sound</p> <p>Words with the digraphs 'ph' and 'wh'</p>	<p>Words where 'dge' makes a /j/ sound</p> <p>Words where 'ge' makes a /j/ sound</p> <p>Words where 'g' makes a /j/ sound</p> <p>Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'</p> <p>Words where 'kn' and 'gn' make a /n/ sound</p> <p>Challenge Words</p> <p>Words where 'wr' makes a /r/ sound</p> <p>Words ending in 'le'</p> <p>Words ending in 'el'</p> <p>Words ending in 'al'</p> <p>Words ending in 'il'</p> <p>Challenge Words</p> <p>Words where 'y' makes an /igh/ sound</p> <p>Words where '-es' is added to words ending in 'y'</p> <p>Words where '-ed' is added to words ending in 'y'</p> <p>Words where '-er' and '-est' are added to words ending in 'y'</p> <p>Words where '-ing' is added to words ending in 'e'</p> <p>Challenge Words</p> <p>Words where '-er', '-est' and '-ed' is added to words ending in 'e'</p>	<p>Words where '-ing' is added to single syllable words</p> <p>Words where '-ed' is added to single syllable words</p> <p>Words where 'a' makes an /or/ sound</p> <p>Words where 'o' makes an /u/ sound</p> <p>Challenge Words</p> <p>Words where 'ey' makes an /ee/ sound</p> <p>Words where 'a' makes an /o/ sound</p> <p>Words where 'or' and 'ar' make an /er/ or /or/ sound</p> <p>Words where 's' makes an /z/ sound</p> <p>Words ending in '-ment' and '-ness'</p> <p>Words ending in '-ful' and '-less'</p> <p>Words that are homophones or near homophones</p> <p>Words that are homophones or near homophones</p> <p>Words ending in '-tion'</p> <p>Words containing an apostrophe for contraction</p> <p>Words containing an apostrophe for possession</p> <p>Challenge Words</p>

Writing I Progression Map - Spelling



Year 3		Year 4	
<p>Words where 'ou' makes an /ow/ sound</p> <p>Words where 'ou' makes a /u/ sound</p> <p>Words where 'y' makes an /i/ sound</p> <p>Words ending in '-sure'</p> <p>Words ending in '-ture'</p> <p>Words with the prefix 're-'</p> <p>Words with the prefix 'dis-'</p> <p>Words with the prefix 'mis-'</p> <p>Words where '-ing' and '-ed' are added to multisyllabic words</p> <p>Words where '-ing', '-en' and '-ed' are added to multisyllabic words</p> <p>Words with the 'ai' digraph</p> <p>Words with the 'ei' digraph</p> <p>Words where 'ey' makes an /ai/ sound</p> <p>Adding the suffix '-ly'</p> <p>Words that are homophones</p> <p>Words ending in 'al'</p> <p>Words ending in 'le'</p> <p>Adding '-ly' when the root word ends in '-le'</p> <p>Adding '-ally' when the root word ends in '-ic'</p> <p>Adding '-ly' when the words do not follow the spelling patterns</p>	<p>Words ending in '-er' when the root word ends in 'ch'</p> <p>Words where 'ch' makes a /k/ sound</p> <p>Words where 'que' makes a /k/ sound</p> <p>Words where 'sc' makes a /s/ sound</p> <p>Words that are homophones</p> <p>Words that end in 'sion'</p> <p>Challenge Words</p>	<p>Words that are homophones</p> <p>Words with the prefix 'in-'</p> <p>Words with the prefixes 'il-', 'im-' and 'ir-'</p> <p>Words with the prefix 'sub-'</p> <p>Words with the prefix 'inter-'</p> <p>Words ending in '-ation'</p> <p>Words ending in '-ation'</p> <p>Words ending '-ly'</p> <p>Words ending '-lly'</p> <p>Words where 'ch' makes a /sh/ sound</p> <p>Words ending in '-sion'</p> <p>Words ending in '-ous'</p> <p>Words ending in '-ous' where the ge from the root word remains</p> <p>Words where 'i' makes an /ee/ sound</p> <p>Words ending in '-ious' and 'eous'</p> <p>Words where 'au' makes an /or/ sound</p> <p>Words ending in '-tion'</p> <p>Words ending in '-sion'</p> <p>Words ending in '-cian'</p> <p>Words that are adverbs of manner</p> <p>Words that are homophones</p> <p>Words spelled with 'c' before 'i' and 'e'</p>	<p>Words containing 'sol' and 'real'</p> <p>Words containing 'phon' and 'sign'</p> <p>Words with the prefixes 'super-', 'anti-' and 'auto'</p> <p>Words with the prefix 'bi-'</p> <p>Challenge Words</p> <p>Words containing an apostrophe for possession</p>

Writing I Progression Map - Spelling



Year 5		Year 6	
<p>Words ending in '-tious' and '-ious'</p> <p>Words ending in '-cious'</p> <p>Words ending in /shul/ spelled. '-cial'</p> <p>Words ending in /shul/ spelled '-tial'</p> <p>Words ending in /shul/ spelled '-cial' and '-tial'</p> <p>Words ending in '-ant'</p> <p>Words ending in '-ance' and '-ancy'</p> <p>Words ending in '-ent' and '-ence'</p> <p>Words ending in '-able' and '-ible'</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Words ending in '-able', where the 'e' from the root word remains</p> <p>Words that are adverbs of time</p> <p>Words ending in '-fer'</p> <p>Words with 'silent' first letters</p> <p>Words with 'silent' letters</p> <p>Words spelled with 'ie' after c</p> <p>Words where 'ei' makes an /ee/ sound</p> <p>Words where 'ough' makes an /or/ sound</p> <p>Words containing 'ough'</p> <p>Adverbs of possibility and frequency</p>	<p>Words that are homophones or near homophones</p> <p>Words that are homophones</p> <p>Words that are homophones or near homophones</p> <p>Words with hyphens</p> <p>Challenge Words</p>	<p>Words with the short vowel sound /i/ spelled 'y'</p> <p>Words with the long vowel sound /igh/ spelled 'y'</p> <p>Adding the prefix '-over'</p> <p>Words with the suffix '-ful'</p> <p>Words that can be nouns and verbs</p> <p>Words with an /oa/ sound spelled 'ou' or 'ow'</p> <p>Words with a 'soft c' spelled 'ce'</p> <p>Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</p> <p>Words with a /f/ sound spelled 'ph'</p> <p>Words with origins in other countries and languages</p> <p>Words with unstressed vowel sounds</p> <p>Words ending with /shuhl/ spelled 'cial'</p> <p>Words ending with /shuhl/ spelled 'tial'</p>	<p>Words beginning with 'acc'</p> <p>Words with the suffix '-ably'</p> <p>Words with the suffix '-ible'</p> <p>Adding the suffix '-ibly' to create an adverb</p> <p>Words ending in '-ent' and '-ence'</p> <p>Words ending in '-er', '-or' and '-ar'</p> <p>Adverbs synonymous with determination</p> <p>Adjectives to describe settings</p> <p>Adjectives to describe feelings</p> <p>Adjectives to describe characters</p> <p>Grammar Vocabulary 1</p> <p>Mathematical Vocabulary</p> <p>Challenge words</p>

Year 1

Writing knowledge organisers

What am I writing?

A shopping list of items for a tea party.

Who am I writing for?

Elm Class to use on a trip to the shop.

Spelling and Grammar Rules

To use the correct suffix to change a noun from singular to Plural.

1 cake = 2 cakes**s**

1 bun = 3 buns**s**

If a word ends in

ch, sh, x, s, ss, zz

Add the suffix **es to the word**

1 brush = 2 brush**es**

1 dress = 3 dress**es**

To use a range of nouns related to supermarkets.

Fruit, Vegetables, toiletries

To write each item in my list on a new line, going down the page.

Apple

Crisps

Yogurt



Vocabulary

Tiger
Shopping List
Supermarket
Order
Sophie
Hungry
Shop
Basket

Banana
Apple
Sandwich
Crisps
Fruit
Vegetable
Juice
Milk
Cake

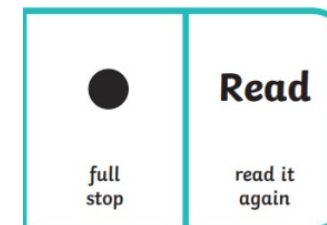
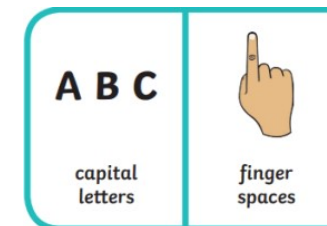
Descriptive Writing Product Goals

Title for my shopping list.

Capital letter at the beginning of each new item on the list.

My list to go down the page not across it.

To use the correct suffix for changing a noun from singular to plural.



Our Curriculum: Core Faculty

Writing I Knowledge Organiser Year 1 – Non Chronological Report



Writing I Knowledge Organiser Year 1 – Informal letter writing to Pete Penguin

What am I writing?	An informal letter.	Who am I writing for?	Pete Penguin.
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Spelling and Grammar Rules

Key spelling – Penguin

To use capital letters for Proper Nouns (names of people and places) and the personal pronoun I.

Dear **P**ete,

My name is **L**ucy and **I** am 36 years old. **I** live in **D**idcot. Do you live in **A**ntarctica?

To use a range of question openers to ask questions and gather information.

What, Where, When, Why, How, Can, Do ... etc.

To use question marks to punctuate .

Where do penguins live?

Can Penguins fly?

What do you eat?



Descriptive Writing Product Goals

To gather information by asking questions using a range of question openers.

To use a capital letter at the beginning of each sentence and a full stop or a question mark at the end.

To use the features of letter writing such as an address, date, greeting introduction and a sign off.

To use capital letters for proper nouns and the personal pronoun I.

Can you make your teacher feel **faint** by remembering every capital letter in your writing?

- F** first letter of every sentence
- A** all the days of the week and months of the year
- I** 'I' pronoun
- N** names of people, places, companies, festivals, etc.
- T** titles of books, films, TV shows, etc.

Question Words

Who? (person icon)
What? (sailboat, bus, car icon)
When? (clock, calendar icon)
Where? (house, map icon)
Why? (person, question mark icon)
How? (question mark icon)

because...

How long?
How many?
How much?
How old?
How big?

A B C			Read
capital letters	finger spaces	full stop	read it again

Vocabulary	Days of the Week
Dear	Monday
Pete	Tuesday
Penguin	Wednesday
Antarctica	Thursday
Elm Class	Friday
Badgemore School	Saturday
Henley-on-Thames	Sunday.
From	November
letter	2024

Writing I Knowledge Organiser Year 1 – Repetitive Stories

What am I writing:

Own repetitive story

Who I am writing for:

For a class book

Does your story include...

repetition

colours

question marks

a question and answer structure

animals

Vocabulary Bank

brown
red
yellow
blue
green
purple
white
black

pink
orange
turquoise
grey
horse
sheep
monkey
goldfish

turtle
dolphin
elephant
zebra
koala
hedgehog
lion
giraffe

Model Text– Brown Bear, Brown Bear

Brown bear, brown bear, what do you see?

I see a red bird looking at me.

Red bird, red bird, what do you see?

I see a yellow duck looking at me.

Yellow duck, yellow duck, what do you see?

I see a blue horse looking at me.

Blue horse, blue horse, what do you see?

I see a green frog looking at me.

Green frog, green frog, what do you see?

I see a purple cat looking at me.

Purple cat, purple cat, what do you see?

I see a white dog looking at me.

White dog, white dog, what do you see?

I see a black sheep looking at me.

Black sheep, black sheep, what do you see?

I see a goldfish looking at me.

Goldfish, goldfish, what do you see?

I see a monkey looking at me.

Monkey, monkey, what do you see?

I see children looking at me.

Children, children, what do you see?

We see a brown bear, a red bird, a yellow duck, a blue horse, a green frog, a purple cat, a white dog, a black sheep, a goldfish and a monkey looking at me. That's what we see.

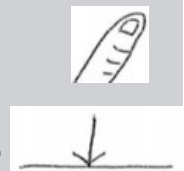


Don't forget!

capital letters
full stops
letter formation



finger spaces
write on the line



Writing I Knowledge Organiser Year 1 – Spring 2 – Instructions



What am I writing?

A set of instructions for how to make a marmalade sandwich.

Who am I writing for?

People who would like to learn how to make a marmalade sandwich.

Spelling and Grammar Rules

To use time conjunctions to order and sequence each step.

First,
Next,
Then,
Finally,

To write a list of ingredients and equipment.

You will need:

Bread,
Butter,

To use imperative verbs and write in short, clear sentences.

First, **get** 2 slices of bread.

Then, **spread** butter on the bread.

To use bullet points to show order.

Vocabulary

Imperative verbs

cut
spread
slice
eat
put
get
place

Time conjunctions

First,
Next,
Then,
After that,
Finally

Tricky Spellings

marmalade
slice
half
bread
knife
ingredients

spread
piece
sandwich
place
equipment

A B C

capital letters



finger spaces



full stop

Read

read it again

How to Make a Jam Sandwich

You need:



First pick up the knife.

Spread the butter across the bread.

Next spread the jam across the butter.

Put the second piece of bread on top.

Cut the sandwich in half with the knife.

Place the sandwich on a plate.

Serve the sandwich.

Descriptive Writing Product Goals

Imperative verbs

Bullet points

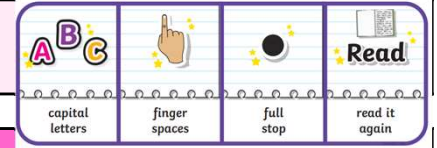
Time conjunctions

List of ingredients and equipment

Steps in the correct order.

Writing I Knowledge Organiser Year 1 - Spring 2 - Recount

What am I writing?	A recount	Who am I writing for?	Myself and my parents.
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Spelling and Grammar Rules

To use time conjunctions to support the sequencing of events.

First, Then, After that, Finally

To write in the past tense by adding the 'ed' suffix for regular verbs.

I play^{ed} with the park. We march^{ed} to the river.

To spot irregular verbs and change the whole word for these.

Feed – **fed** swing – **swung**

I **fed** the ducks. I **swung** on the rope.

To use prepositions to describe position.

We walked **along** the path and **into** town.

I climbed **up** the steps and slid **down** the slide.

Descriptive Writing Product Goals

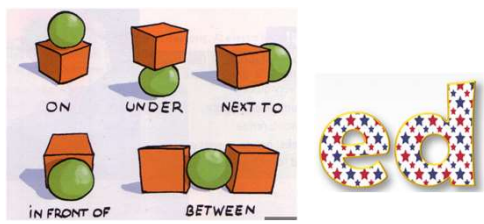
To write in the first person using the personal pronoun I or pronouns we or us.

To write in the past tense by adding the ed suffix to a regular verb and spotting when to change the whole word for irregular verbs.

To sequence events in chronological order using time conjunctions to identify these.

To accurately use prepositions to describe position.

- 1 Include a title.
- 2 Write sentences in time order.
- 3 Describe the events that happened using adjectives.
- 4 Use -ed to show past tense.
- 5 Include emotions.
- 6 Use conjunctions of time (first, next, later, etc.)



Prepositions	Regular verbs in the past tense	Irregular verbs
in	play – played	slide – slid
on	explore – explored	feed – fed
near	enjoy – enjoyed	run – ran
beside	wander – wandered	throw – threw
over	walk – walked	sit – sat
under	march – marched	hang – hung
between	balance – balanced	see – saw
inside	climb – climbed	have – had
behind	jump – jumped	go – went
next to		is – was

What am I writing?

A wanted poster for the Big Bad Wolf.

Who am I writing for?

People at school who might come into contact with the Big Bad Wolf.

Spelling and Grammar Rules

To build expanded noun phrases to describe the character and appearance of the wolf.

The **sly** wolf has **long, sharp** claws.

To use exciting adjectives to describe the wolf.

ferocious, powerful, enormous, dangerous,

To use the 'un' prefix to show the reverse or opposite.

The wolf is **unfriendly** and **unkind**.

To use capital letters at the beginning of sentences and for character names.

The **B**ig **B**ad **W**olf was extremely angry.

To use question marks, exclamation marks, and full stops to punctuate sentences.

Have you seen this wolf?

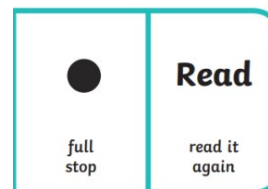
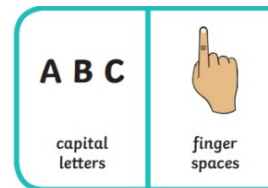
Reward!

Tricky Spellings

grey	evil
wolf	scary
fierce	reward
sly	vicious
wanted	crime
enormou	powerful
s	dangerou
ferocious	s

Vocabulary

Determiners	Adjectives	Nouns	'un' prefix
the his a its	furry	teeth	unfriendly unkind unhappy unlucky unfair unusual
	scruffy	claws	
	mean	tail	
	cunning	snout	
	sly	whiskers	
	menacing	fur	
	fierce	wolf	
	sneaky	eyes	



Descriptive Writing Product Goals

Expanded noun phrases

Bold title

Eye catching layout

Pictures

Writing I Knowledge Organiser Year 1 - Summer 1 - Narrative - The Runaway Chapatti



What am I writing?

An innovation of The runaway chapatti story.

Who am I writing for?

To read and share with our parents at the park.

Spelling and Grammar Rules

Traditional tale/story language –

Once upon a time,

They lived happily ever after, the end.

Exclamation marks to punctuate dialogue –

“Stop! Come back!”

Use adjectives to describe the characters (expanded noun phrases)

thin, hungry dog

grumpy, small monkey

Contractions punctuated with an apostrophe –

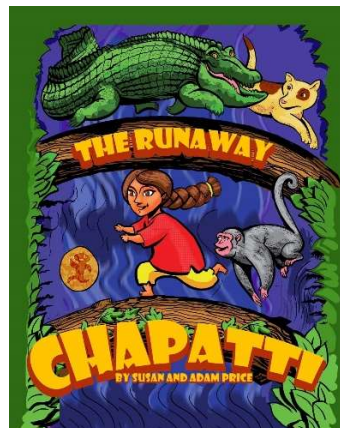
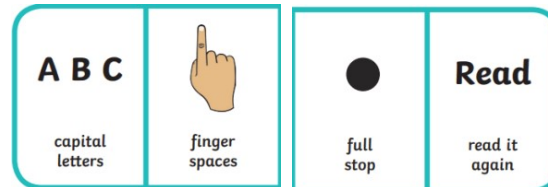
I am = I’m Can not = Can’t

Speech marks for dialogue –

“Run, run as fast as you can, you can’t put me in your frying pan!”

Year 1 Spellings

there	one
once	they
the	you
come	then
after	Your
where	would



Vocabulary

Adjectives		Characters
thin	saw	chapatti
hungry	catch	girl,
small	Fast	boy,
wise	can't	little old woman
scary	I'm	little old man
fast	grinned	monkey
clever	jungle	crocodile
sly	delicious	
grumpy	gone	
unkind		

Descriptive Writing Product Goals

Expanded noun phrases

Traditional tale/story language

Sequenced events (beginning, middle, end.)

Repeated phrases

Different sentence openers

Our Curriculum: Core Faculty

Writing | Knowledge Organiser Year 1 – Diary Entry



Year 2

Writing knowledge organisers

Writing I Knowledge Organiser Year 2 – Character Description



What am I writing?	A character description	Who am I writing for?	My classmates.
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Spelling and Grammar Rules

Noun Phrases

adjective + noun

caring woman

Co-ordinating Conjunctions

and but

helpful and courageous

kind but determined

Subordinating Conjunctions

because

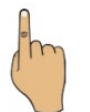
Grace was kind because she tended to the injured men.

Tier 2 Vocabulary

Nouns	Adjectives	Verbs
Grace	unusual	guard
lighthouse	treacherous	maintain
storm	powerful	rescued
hero	strong	tended
courage	life-saving	won

A B C

capital letters



finger spaces

●

full stop

Read

read it again

Year 2 Spellings

- kind
- beautiful
- great
- pretty

Product Goals

- Adjectives
- Noun phrases
- Conjunctions
- Fabulous handwriting!

Writing I Knowledge Organiser Year 2 – Instructions



What am I writing?	How to make a Lighthouse Keeper's Lunch	Who am I writing for?	Classmates and Parents
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Spelling and Grammar Rules

Command Sentences

Beginning with an **imperative verb**.

Wash your hands.

Prepare the food.

Conjunctions of Time

To add more details to the sentence.

when, after, then, first

Adverbs

Describe the verb – how?

Carefully prepare the **food**.

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
Lighthouse	Delicious	Perch	Brightly
Keeper	Appetising	Tend	Clearly
Lunch	Scrumptious	Polish	Sadly
Cottage	Brazen	Concoct	Pitifully
Pulley	Ingenious	Prepare	Carefully
Gusto	Superb	Scavenge	Particularly
Napkin	Special	Devour	thoughtfully
	Terrible	Survey	

Year 2 Spellings

After
Most
Pass
Whole

Product Goals

Use the present tense.
Use commas in a list.
Use imperative verbs to write command sentences.
Use adverbs.

Writing I Knowledge Organiser Year 2 – Playscripts



What am I writing?	A Playscript	Who am I writing for?	The School and Parents
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Spelling and Grammar Rules

Conjunctions
To add more information to our sentences.
when if that
because or and but

Adverbs
To describe how an action happened.
slowly, carefully, hurriedly

Expanded Noun Phrases
To add more detail to our writing.
determiner + **adjective** + **noun**

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
narrator	nasty	exclaim	hurriedly
cast	cheeky	enter	angrily
character	mischievous	exit	cheekily
stage	secure	speak	mischievously
Directions	strong	act	quietly
	flimsy	huff, puff	loudly

Sentence Starters...

Once upon a time...

Later that day...

To their surprise...

Product Goals

Cast List (with bullet points)
Setting Description
Speaker's Name on the Left
Stage Directions

Writing I Knowledge Organiser Year 2 – Journey Narrative



What am I writing?	A narrative about escaping The Great Fire of London.	Who am I writing for?	Other children to entertain and inform them.
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Spelling and Grammar Rules

Progressive Past tense.

was running
was worrying
was screaming
was collapsing

Conjunctions to add information.
if, so, when

Fronted Adverbials of Time to describe when.

After that,
In the morning,
Later...
During...

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
plague		feast	
rubbish	delicious	flicker	gently
explosion	cosy	blaze	brightly
inferno	massive	squeeze	quickly
ash	wooden	scream	loudly
Tower of London	sweaty	collapse	
		trudge	

A B C
capital letters

finger spaces

●
full stop

Read
read it again

Year 2 Spellings

would
people
when
climb
house
poor

Narrative Writing Product Goals

- A title
- Different sentence starters
- Adjectives
- Interesting verbs
- Conjunctions

Writing I Knowledge Organiser Year 2 – Information Text



What am I writing?	Information Text about Badgemore.	Who am I writing for?	Other children – information books for the library.
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Spelling and Grammar Rules
<p>Statement Sentences</p> <p>A sentence which tells us something factual.</p> <p><i>Downing Street is one of the most famous streets in the world.</i></p>
<p>Subordinating Conjunctions –</p> <p>when</p> <p>Subordinating Conjunctions add a clause to give more information.</p> <p><i>Henley is a town that feels like warm rays of sunshine when you walk through it.</i></p>

Tier 2 Vocabulary			
Nouns	Adjectives	Verbs	Adverbs
Henley town river landmarks church road street	rural urban busy infamous festive historic	welcome discover display recognise stand contain	traditionally originally clearly lovingly

Year 2 Spellings
<p>school</p> <p>everybody</p> <p>find</p> <p>pretty</p>

Product Goals
Title
Heading and Subheading
Paragraphs
Pictures and Captions

Writing I Knowledge Organiser Year 2 – Recount

What am I writing?	A Recount	Who am I writing for?	To retell the events of the Great Fire of London.
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Spelling and Grammar Rules

Time Conjunctions

Conjunctions which tell us the order in which something happened.

Subordinating Conjunctions

if, when, because, that

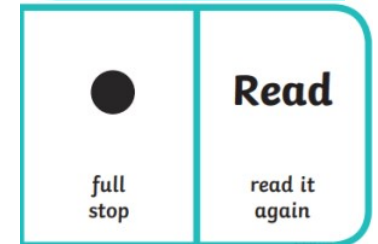
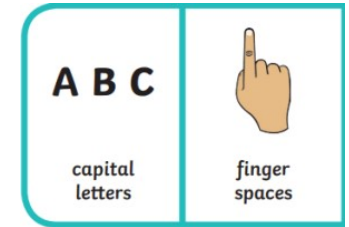
Past Tense Verbs

-ed suffix

The past tense is used to recount events that have already happened.

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
The Great Fire London bridge houses firebreaks	disgusting massive wooden sweaty horrendous awful	spread devastated flicker blaze squeeze scream collapse	quickly suddenly sadly hurriedly



Year 2 Spellings

house
people
were
great

Product Goals

- Title
- Past Tense
- Details of Events
- Conjunctions of Time.

Writing I Knowledge Organiser Year 2 – Innovated Narrative



What am I writing?	A narrative based on a familiar story.	Who am I writing for?	My friends and the Class Reading Corner.
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Spelling and Grammar Rules

To explore the spellings rules for adding the suffix 'er' and 'est' to root words.

taller, fatter, bigger, tastier
tallest, fattest, biggest, tastiest

To use different forms of sentence – statements, exclamations and commands.

Look!
How were they going to take the creatures with them?

To use subordinating conjunctions to join sentences.

when, because, if

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
bank	beautiful	grateful	carefully
mountain	yellow	tended	happily
river	tall	plant	tenderly
crops	hollow	grow	hurriedly
pumpkin	prickly	grew	gently
nightfall	safe	leave	worriedly
plains		harvest	
		saved	

Year 2 Spellings

- beautiful
- plant
- every
- great
- water

Narrative Writing Product Goals

- A title
- Different sentence starters
- Forms of Sentences – ! ? .
- Subordinating Conjunctions

What am I writing?	An information text to inform others about our lives.	Who am I writing for?	Other children to entertain and inform them.
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Spelling and Grammar Rules

Co-ordinating Conjunctions

and, but, so, or

On the weekend, I have breakfast and play with my toys.

Subordination Conjunctions

because, when, if, that

These are the clothes I wear when it is cold.

If it is warm, these are the clothes I wear.

Expanded Noun Phrases

determiner, **adjective**, **noun**

my **bright clothes**

lots of **amazing toys**

Apostrophes for Possession

' this is an apostrophe

The girl's clothes

Miss Fiaz's laptop

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
house	loving	live	happily
family	smart	wear	joyfully
clothes	delicious	have	calmly
breakfast	scrumptious	walk	peacefully
school	helpful	gather	neatly
language	educated	relax	smartly
friends		watch	

A B C capital letters	 finger spaces
 full stop	Read read it again

Year 2 Spellings

- parents
- father
- beautiful
- because
- every / everybody
- clothes
- daughter

Letter Writing Product Goals

- Sender's Address
- Recipient's Address
- Introduction – Why you are writing
- Formal Language and Sentence Starters
- A Conclusion and Sign Off

Writing I Knowledge Organiser Year 2 – Letter



What am I writing?	A Letter to my Year 3 Teacher	Who am I writing for?	My Year 3 Teacher
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Spelling and Grammar Rules

Progressive Present Tense

I am writing...
I enjoy learning...
I love playing...

Question Sentences



Who, what, where, when, why
do, how
?
What is your favourite subject?

Formal Language

No Contractions
Speaking in a 'posher' voice

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
Miss / Mrs letter teacher class subject lesson	favourite amazing special excited creative courageous caring	dear writing spending enjoy celebrate learning	joyfully sincerely especially enthusiastically

A B C capital letters	 finger spaces
 full stop	Read read it again

Year 2 Spellings

favourite
because
friend
subject

Letter Writing Product Goals

Recipient's Address
Introduction – Why you are writing
Formal Language and Sentence Starters
A Conclusion and Sign Off

Year 3

Writing Knowledge Organisers

Writing I Knowledge Organiser Year 3 – Adventure Story



What am I writing?	An adventure story	Who am I writing for?	Peers and parents
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Spelling and Grammar Rules

Expanded noun phrases use adjectives to add more detail to the noun.



The *dark, mysterious* cave.



A *peculiar, interesting* environment.

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
stone spear shelter mammoth flint tribe	sharp dangerous smoky fierce scary ancient	discovered travelled caught hunted chopped gathered	suddenly carefully eagerly bravely swiftly

Year 3 Spellings

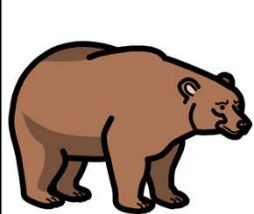
accidentally
describe
different
peculiar

First person is storytelling through the narrator's point of view, using pronouns 'I', 'my' and 'we'.

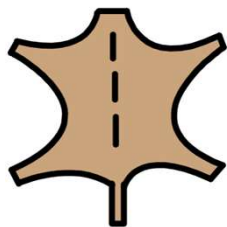
Have you...?

- Checked for **capital letters**.
- Used **finger spaces**.
- Used **full stops** at the end of every sentence.
- **Read** it aloud.

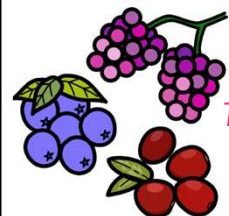
Determiners are words used before nouns.



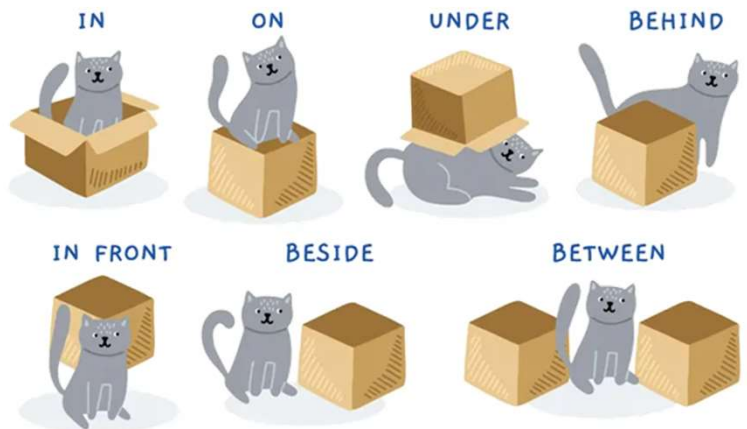
A bear.



An animal skin.



The berries.



Prepositions tell you where or when something is in relation to something else.

Does your story include...?

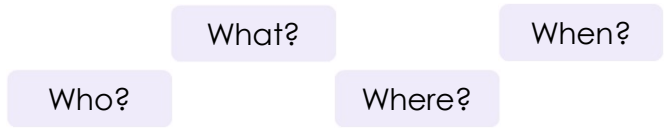
Expanded noun phrases	
Commas in a list	
Determiners 'a' and 'an'	
Prepositions	
A first-person narrative	

Writing I Knowledge Organiser Year 3 – Newspaper Report

What am I writing?	A newspaper report	Who am I writing for?	Peers and parents
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Spelling and Grammar Rules	Tier 2 Vocabulary			Spellings
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The **4 Ws** are used in the first paragraph to introduce the main news.



Time adverbials tell us *when, how long* and how *often* something happens. They help us to order events.

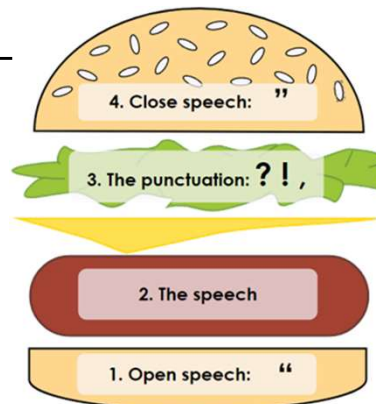
- before
- yesterday
- at the first sign
- last night
- meanwhile
- just then
- finally
- on 24th August
- a few minutes late
- eventually

Emotive language should make readers feel the fear, shock, and sadness of the people affected.

- Describing the disaster:** *Terrifying, deadly, tragic, shocking*
- Expressing suffering of people:** *Helpless, trapped, panicked, heartbroken*
- Showing danger:** *Explosive, raging, violent, blazing*
- Showing sadness for the loss:** *Destroyed, lost, buried, ruined*

Inverted commas are used at the beginning and end of direct speech.

Livia said, "We watched as the lava devoured everything we knew and loved!"



Nouns	Adjectives	Verbs	Adverbs
warning disaster smoke ash mercy survivors loss	thriving dreadful powerful smoky once-beautiful	devastated erupted covering evacuated worsened survive	nearly quickly tragically

disappear breathe caught heard

Does your newspaper report include...?

A headline	
The reporter's name	
An introductory paragraph that includes the 4 Ws	
A picture with a caption	
Time adverbials to order events	
Quotes written as direct speech	
Emotive language	

Have you...?

- Checked for **capital letters**.
- Used **finger spaces**.
- Used **full stops** at the end of every sentence.
- **Read** it aloud.

Writing I Knowledge Organiser Year 3 – Diary entry

What am I writing?	A diary entry	Who am I writing for?	KS1 class
---------------------------	---------------	------------------------------	-----------

Spelling and Grammar Rules

First person pronouns are used when the narrator is talking about themselves.

- I
- my
- mine
- we
- our
- ours



Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
gladiator forum traders crowd	exhausted slippery packed terrifying incredible	fetch sparkled beautiful	luckily absolutely

Year 3 Spellings

calendar
enough
thought

Diary entries recount past experiences so use **past tense** verbs

Regular paste tense verbs +ed onto the end of a root word
Walk → walk**ed** talk → talk**ed** look → look**ed**

Usually, if the root word ends in y, add 'ied'
study → stud**ied** try → **tried**

They are informal and use **contractions** (two words that are joined together). An apostrophe shows the letter is omitted (left out).

- Are not → **Aren't**
- I will → **I'll**
- We have → **We've**
- Could not → **Couldn't**

Coordinating conjunctions join together two main clauses (two sentences that make sense on their own).



Does your diary entry include...?

Date	
Dear diary	
Coordinating conjunctions to link ideas	
Time adverbials to order events	
Contractions and informal language	
Past tense verbs	
First person pronouns	
A sign off	

Have you...?

- ABC** used **capital letters**
- used **finger spaces**
- used **full stops**
- read it again**

Writing I Knowledge Organiser Year 3 – Innovated Fairytale

What am I writing?	An innovated fairytale narrative	Who am I writing for?	A class book
---------------------------	----------------------------------	------------------------------	--------------

Spelling and Grammar Rules	Tier 2 Vocabulary				Year 3 Spellings
	Nouns	Adjectives	Verbs	Adverbs	
<p>Expanded noun phrases provide more detail to your narrative.</p> <p>determiner + adjective(s) + noun + additional information.</p> <p>The golden, jewelled sandal sparkled in the sunlight.</p>	servant master merchant sandal palace pharaoh riverbank	elegant sacred delicate radiant jealous mysterious grateful	command whisper tremble snatch summon declare adorn	gently quietly swiftly proudly softly patiently	possession accidentally Important different

Possessive apostrophes show that something belongs to someone/something. Add 's to the end of the noun. If the noun ends in an 's', just add '.

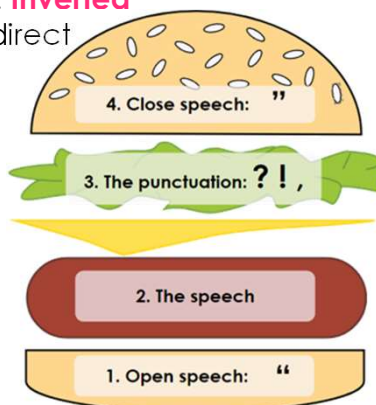


Direct speech shows when a character is talking. **Inverted commas** are used at the beginning and end of direct speech.

"That is my sandal!" exclaimed Rhodopis.

Make your writing more interesting by including synonyms for said...

- ~~said~~
- | | | | | |
|-----------|-------------|----------|-----------|------------|
| explained | barked | asked | whispered | spoke |
| declared | roared | replied | Exclaimed | answered |
| groaned | opposed | shouted | mumbled | complained |
| hollered | grumbled | added | | |
| blurted | screached | cried | | |
| whined | interrupted | yelled | | |
| Yelped | screamed | called | | |
| whimpered | responded | squeaked | | |



Does your fairytale include...?

Expanded noun phrases to add detail	
Dialogue between characters	
Synonyms for the verb 'said'	
A build-up, climax and resolution	
A magical element	

Have you...?







ABC used capital letters	used finger spaces	used full stops	read it again
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Writing I Knowledge Organiser Year 3 – Instructions

What am I writing?	Instructions on how to mummify.	Who am I writing for?	Peers
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Spelling and Grammar Rules

Imperative verbs are 'bossy verbs' which tell you what to do. They are used to begin commands.

 cut	 mix	 cover
 record	 place	 observe

Tier 2 Vocabulary			
Nouns	Adjectives	Verbs	Adverbs
mixture control process moisture decay preservation	ancient dry separate equal successful	cut mix cover place observe record notice follow absorb prevent preserve	carefully completely equally separately finally successfully

Year 3 Spellings
finally important remember

Adverbs are used to add extra detail to verbs.

Carefully, slowly, completely

Time adverbials are used to order and sequence.

First, Next, Then, After that,
Finally,

Have you...?

ABC

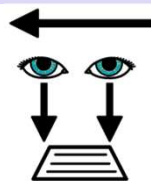
used **capital letters**



used **finger spaces**



used **full stops**



read it again

Do your instructions include...?

A title

A list of materials

Imperative verbs to tell the reader what to do

Time adverbials

Adverbs to add detail

Numbered your steps in chronological order

Used ambitious vocabulary

Diagrams to make it clear what the reader has to do

Writing I Knowledge Organiser Year 3 – Biography

What am I writing:	Biography of King Tut	Who I am writing for:	the class display
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Does your biography include...

an introduction that summarises the main events of a person's life?	
information about the key events in the person's life in chronological paragraphs?	
a conclusion about how they are/will be remembered?	
prepositional phrases?	
expanded noun phrases?	
fronted adverbials?	

Expanded Noun Phrase Examples

- ... his new children's TV show...
- ... her tired, old car...
- ... his clever invention...
- ... her hard work...
- ... his artistic talent...
- ... her scientific mind..

Tier 2 Vocabulary

adolescent	conquered	struggled
adult ancestors	historians	survived
appeared	important	reign
arrogant	kingdom	renowned
boasted	legendary	strength united
celebrity	physical	verification
considered	popular	wanted
commanded	sceptical	well known
	successful	

Prepositional Phrase Examples

- ... painted over the last sketch...
- ... climbed up the rocky mountain...
- ... drove through the last tunnel...
- ... hid under the dining table...
- ... across the street from his house...
- ... she sailed to the closest port...

Fronted Adverbials

- Once,
- During...,
- After,
- As an adult,
- Since,
- As a child,
- When...,
- Eventually,
- When she/he was...,
- Finally,
- In (year),
- Once they were,

Writing I Knowledge Organiser Year 3 – Persuasive Leaflet



What am I writing:	A persuasive leaflet	Who I am writing for:	Chosen audience
---------------------------	----------------------	------------------------------	-----------------

Does your leaflet include...	
rhetorical questions?	
alliteration?	
exaggeration?	
repetition for emphasis?	
rule of three?	
facts?	

Tier 2 Vocabulary	
as a result of despite moreover surely because for instance	resulting in thanks to considering furthermore since therefore

Remember!
<ul style="list-style-type: none"> • Think about your audience. • Make your opinions clear. • Use a strong written voice. • Give reasons. • Use persuasive devices: <ul style="list-style-type: none"> - repetition - facts - exclamations

Repetition
<p>Repetition of key phrases can make something more powerful and more memorable:</p> <p>Every family, every week, every Wednesday!</p>

Sentence Starters
<p>It can also be said that...</p> <p>It is imperative that...</p> <p>Without a doubt...</p> <p>It is important to remember...</p> <p>Anyone can see that...</p> <p>For these reasons...</p> <p>Firstly/Secondly/Thirdly...</p>

Rhetorical Questions
<p>Rhetorical questions are designed to address your audience directly:</p> <ul style="list-style-type: none"> • Can you imagine...? • Is it right that...? • Have you ever considered...? • Did you know...? • Is it really worth...? • Why should...?

Rule of Three
<p>Use three adjectives or pieces of information in a list:</p> <p>You can swim, hire a bike or play on the playground.</p> <p>With strength, might and perseverance, we can do it!</p>

Personal Pronouns
<p>Talk directly to the reader. Use the pronouns:</p> <p>I You We</p>

Writing I Knowledge Organiser Year 3 – Adventure Story

What am I writing:	A persuasive letter	Who I am writing for:	a chosen celebrity
---------------------------	---------------------	------------------------------	--------------------

Does your letter include...	
the sender's address?	
the address of the recipient?	
the date? a greeting?	
formal introduction sentence starters?	
an introduction to explain why you're writing?	
more detail organised into paragraphs?	
a conclusion saying what needs to happen next?	
a formal signoff with your name at the end?	
formal vocabulary and sentence structure?	

Tier 2 Vocabulary		
advise agree answer appreciate await believe compliment delighted disappointed discuss	experience explain express forward grateful hope inform invite mention notify	offer opinion persuade recommend regret reply respond suggest trust wish

Formal Greetings
<p>'Dear Sir/Madam,' if you don't know the recipient</p> <p>'Dear Mr/Mrs/Miss (surname),' if you do know the recipient</p> <p>'To whom it may concern,'</p>

Formal Introduction Starters
<ul style="list-style-type: none"> • I am writing to inform you... • I would like to express... • I am writing to compliment you on... • I am writing to complain about... • I am writing to explain... • I am writing to tell you...

Formal Sign-Offs
<p>Yours faithfully,' if you don't know the recipient</p> <p>'Yours sincerely,' if you do know the recipient</p>



Year 4

Writing Knowledge Organisers

What am I writing?	Character description	Who am I writing for?	My peers
---------------------------	-----------------------	------------------------------	----------

Spelling and Grammar Rules

Spell most words from the Y3/4 list
 heart, therefore, woman, although, different

Use coordinating conjunctions
 (FANBOYS)

To use expanded noun phrases

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
bank	strong	care	gradually silently worriedly
river	brave	climb	
stream	gentle	attack	
well	beauty	escape	
companion	cruel	adore	
	fierce	cherish	

Year 4 Spellings

heart
 therefore
 woman
 although
 different

Product Goals

- To use expanded noun phrases.
- To use sentences that give 3 actions.
- To use a range of sentence structures.
- To use coordinating conjunctions

What am I writing?	Journey Narrative	Who am I writing for?	Another class
---------------------------	-------------------	------------------------------	---------------

Spelling and Grammar Rules

- Spell most words from the Y3/4
- Use coordinating conjunctions (FANBOYS)
- To use expanded noun
- Use fronted adverbials and commas
- Use inverted commas and accurate speech punctuation.

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
kingdom			
Iceland	heroic	tremble	triumphantly
town	tough	boomed	solemnly
forest	gigantic	swooped	quietly
Viking Gods	mountainous	confront	
beast	sturdy	erupted	
rope			

Year 4 Spellings

- heart
- therefore
- woman
- although
- different

Product Goals



- To use expanded noun phrases.
- To use sentences that give 3 actions.
- To use a range of sentence structures.
- To use coordinating conjunctions

Writing I Knowledge Organiser Year 4 – An Informal Letter

What am I writing?	An informal letter	Who am I writing for?	To Arthur's friend
---------------------------	--------------------	------------------------------	--------------------

Spelling and Grammar Rules
Spell most words from the Y3/4 list
Use a range of conjunctions
Use informal language
Use apostrophe for plural possession and contraction
Use possessive pronouns

Tier 2 Vocabulary			
Nouns	Adjectives	Verbs	Adverbs
jars	heroic	tremble	triumphantl y
town	tough	boomed	silently
Forest	gigantic	swooped	quickly
townsfolk	mountaino us	confronted	
beast	sturdy	erupted	
rope			

A B C capital letters	 finger spaces
 full stop	Read read it again



Year 4 Spellings
different
caught
notice
particular
surprise

Product Goals
To use informal language
Use possessive pronouns
Use a range of conjunctions
Use apostrophe for plural possession and contractions

Writing I Knowledge Organiser Year 4 - Setting Description

What am I writing?	Setting description	Who am I writing for?	Peers
---------------------------	---------------------	------------------------------	-------

Spelling and Grammar Rules	Tier 2 Vocabulary			
	Nouns	Adjectives	Verbs	Adverbs
Spell most words from the Y3/4 list	corridor	ancient		
Use fronted adverbials and commas after an adverbial word or phrase.	passageway	dense	jumped	neatly
Use determiners to introduce nouns.	plantains	polished	stood	uncomfortably
Use prepositional phrases.	frangipani tree	dim	stretched	majestically
Write sentences starting with ing.				

A B C capital letters	 finger spaces
 full stop	Read read it again

Year 4 Spellings
different
separate
through
strange
position

Product Goals
To use fronted adverbials and commas after an adverbial word or phrase.
To use our five senses.
To use determiners to introduce nouns.
To use prepositional phrases.

Writing I Knowledge Organiser Year 4 - Non-Chronological Report





What am I writing?	Non- chronological report Fact file	Who am I writing for?	To create a class fact file book about Africa.
---------------------------	--	------------------------------	--

Spelling and Grammar Rules

- Spell most words from the Y3/4 list
- Use organisational devices including headings, subheadings and bullet points for lists.
- Write complex sentences using subordinating conjunctions (when, if, because, although, before, since, while, as, after)
- Use formal language.
- Write in 3rd person.
- 4 W's (who, what, where and when)

Tier 2 Vocabulary

Nouns	Adjectives	Verbs	Adverbs
Savannah			
Sahara			
Nile	ancient	preserve	often
Tribe	diverse	conserve	surprisingly
Swahili	vibrant	protect	normally
Zuzu	developing	celebrate	rarely
Arabic	vast	explore	
Continent			

A B C capital letters	 finger spaces
 full stop	Read read it again

Year 4 Spellings

- appear
- different
- history
- knowledge
- important
- notice

Product Goals

- To use organisational devices such as headings, subheadings and bullet points for lists.
- To use subordinating conjunctions.
- To use formal language and 3rd person.
- To use the 4 W's (who, what, where and when).



Writing I Knowledge Organiser Year 4 - Diary Entry



What am I writing?	Diary entry	Who am I writing for?	Another class
---------------------------	-------------	------------------------------	---------------

Spelling and Grammar Rules
Spell most words from the Y3/4 list
Use informal language.
Use inverted commas and accurate speech punctuation.
Use time connectives.
Use emotive language and 1st person.

Tier 2 Vocabulary			
Nouns	Adjectives	Verbs	Adverbs
ferns and bushes	overgrown	sneaked	quickly unfriendly
melody	vibrating	snatched	
wilderness	pleasant	collide	
plumage	dense	crackle	
	foolish	lured	

A B C capital letters	 finger spaces
 full stop	Read read it again

Year 4 Spellings
bicycle
accidentally
continue
notice
disappear
remember

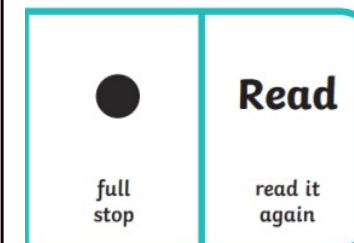
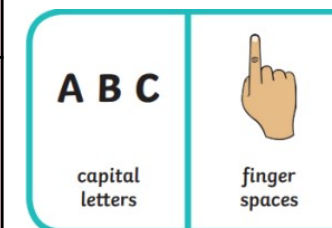
Product Goals
To use informal language.
To use inverted commas and accurate speech punctuation.
To use time connectives to ensure the writing flows.
To use emotive language and 1st person.

Writing I Knowledge Organiser Year 4 – Newspaper

What am I writing?	A newspaper article	Who am I writing for?	Year 5 and 6 class
---------------------------	---------------------	------------------------------	--------------------

Spelling and Grammar Rules
Spell most words from the Y3/4 list.
To use formal language.
To write in 3rd person and in the past tense.
Use determiners for clarity (their, whose, this, that, these, those, which)
To use indirect speech.

Tier 2 Vocabulary			
Nouns	Adjectives	Verbs	Adverbs
Convent nonnies Birdy-flute visitors	faint terrified seized	singing jumping hurting swooshin g	happily quickly aggressively



Year 4 Spellings
disappear
caught
history
notice
although
reign

Product Goals
To use formal language.
To write in 3rd person.
To use indirect speech.
To use determiners for clarity.
To write in chronological order.

Our Curriculum: Core Faculty

Writing I Knowledge Organiser Year 4 – Letter



Year 5

Writing Knowledge Organisers

What am I writing?	A character description of Lily	Who am I writing for?	My peers
---------------------------	---------------------------------	------------------------------	----------

Character Traits

cheeky	observant
opinionated	problem-solver
resourceful	feisty
sneaky	caring
trouble-maker	creative
fearless	courageous
intelligent	
smart	

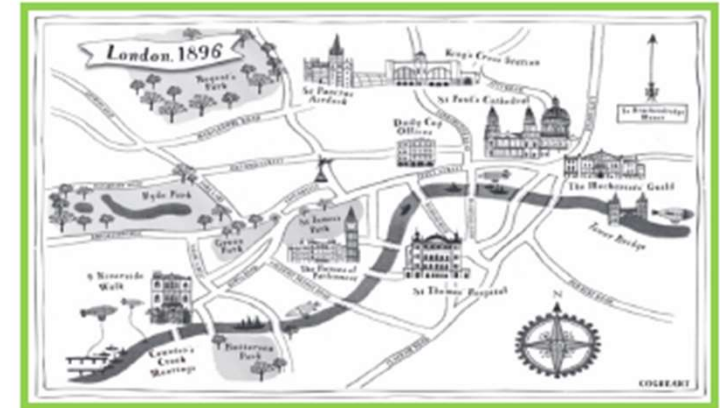
Tricky Spellings (Year 5/6 statutory words)

curiosity
determined
desperate
disastrous
equipped
individual
mischievous
nuisance
privilege

VOCABULARY		
automaton		A self-operating mechanical device
behemoth		Any extremely large and powerful monster
dirigible		Another word for an airship
harpoon		A spear-like weapon
hybrid		Something made from different things
The Kraken		A legendary giant sea monster
Mechanical		A mechanical animal, such as Malkin
perpetual motion machine		A machine which will run for ever
zeppelin		A type of airship with an oval-shaped balloon

Victorian references

corset
deportment
penny dreadfuls
etiquette
pinny(pinafore)
blousons



Narrative Writing Product Goals

- Exciting and interesting language (adjectives, adverbs, powerful verbs)
- A variety of sentence forms and lengths
- Use a mix of sentence forms that incorporate fronted adverbials, subordinate clauses and short sentences for effect.
- Use evidence from the text to describe the character.
- Use commas to separate clauses

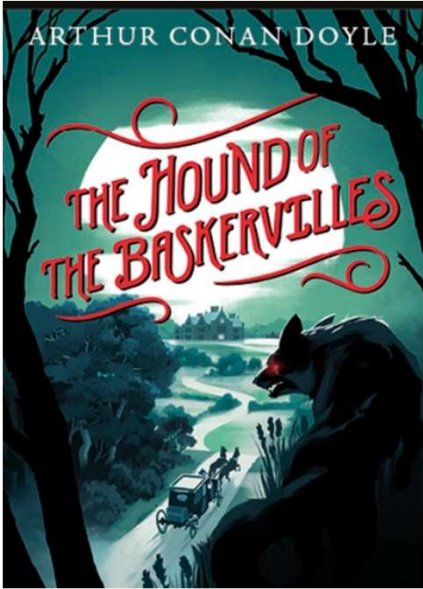
Writing I Knowledge Organiser Year 5 – Suspense Narrative



What am I writing?	A suspense narrative	Who am I writing for?	For a class book
---------------------------	----------------------	------------------------------	------------------

Expanded noun phrases

vast, desolate moorlands
 eerie, windswept plains
 barren, treacherous peat bogs,
 enormous, coal-black hound
 shadowy, sinister figure of the hound,



Hyphenated words

wind-swept
 heart-pounding
 coal-black
 mist-shrouded

Tricky words

temperature
 physical
 environment
 desperate

Short sentences

The beast was gaining.
 Its growls pierced the night.
 His breath came in ragged gasps.
 He stumbled, almost falling.
 The hound's eyes glowed like fire.
 A howl split the air.
 The ground beneath his feet was slick.
 He dared not look back.
 The thudding paws grew louder.

Powerful verbs

analysed	inquired	whispered
bellowed	investigated	scuttled
concealed	mumbled	shrieked
creaked	pounded	shuddered
deduced	quivered	sneaked
examined	scrutinised	trembled

Adverbs

attentively carefully cautiously curiously fearfully
 immediately instantly mysteriously nervously
 secretly secretly suspiciously unexpectedly

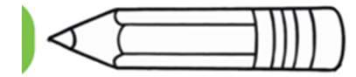
Narrative Writing Product Goals

- Expanded noun phrases
- Similes and metaphors
- Build suspense
- Powerful verbs and adjectives
- Short sentences



Writing I Knowledge Organiser Year 5 – Non-Chronological Report

What am I writing?	A Non-Chronological report about the Great Exhibition	Who am I writing for?	Parents
---------------------------	---	------------------------------	---------



Technical words
industry
architect
technology
Exhibition
engines
Scientist

tricky spellings (year 5/6 statutory words)
curiosity
equipped
equipment
system
marvellous
knowledge
peculiar
science

Does your non-chronological report include...	
a topic title that covers the whole subject?	
a brief introduction paragraph?	
information that is organised into paragraphs?	
sub-headings for each category?	
information in fact boxes and/or bullet-marked lists?	
extra details to support the main points?	
factual language?	
present tense verbs (unless it is a historical report)?	
a glossary that explains technical language?	
sentences written in a formal tone?	
impersonal writing in the third person?	

Third Person					
he	she	they	themselves	it	itself
him	his	her	hers	its	their

Sentence Starters to Engage the Reader

An important thing...	Many people think that...
Despite the fact that...	Would it surprise you to hear...?
Did you know that...?	
Have you ever wondered...?	

Examples of a Formal Tone

It is advisable to be aware that...	The study was performed...
It is crucial to remember...	... at regular intervals.
Are you aware that...?	Upon thorough examination,...
Are you able to imagine...?	... additional details...
... the majority of the time...	Scientists recommend that...

Writing Product Goals
Use a variety of organisational and presentational devices for structure
<i>Headings, subheadings, columns and bullets</i>
Use a colon to introduce a list.
Use formal language.
Use correct tense throughout the writing.
Use technical language to suit the requirement of the text.

Victorian references
Sir Joseph Paxton
Queen Victoria & Prince Albert
Sydenham Hill – London

Fronted Adverbials

- Amazingly,...
- As a result,...
- Consequently,...
- Finally,...
- Fortunately,...
- Frequently,...
- Furthermore,...
- Generally,...
- In addition,...
- In summary,...
- Incredibly,...
- Normally,...
- Often,...
- Sometimes,...
- Strangely enough,...
- Surprisingly,...
- Unfortunately,...
- Unusually,...
- Usually,...

Writing I Knowledge Organiser Year 5 – Science fiction Short story

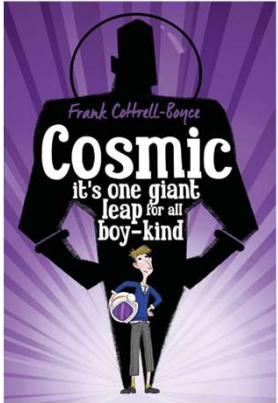


What am I writing?

Science fiction short stor

Who am I writing for?

To share in class



Technical words		
alien	force field	Terrestrial
astronaut	galaxy	teleportation
atmosphere	orbit	toxic
crater	planet	transported
discovery	rocket	unidentified
emergency	satellite	universe
existence	solar system	voyage
extraterrestrial	spacecraft	

Punctuation
“ inverted commas ” commas for relative clauses and fronted adverbials

Sentence Openers
After a harrowing journey, After endless months of searching, Among the stars, As the rocky ground trembled, During the exhilarating voyage, Fascinated by its appearance, In a galaxy far away, In the distance, Looming on the horizon, Peering around the unfamiliar environment, Under the shimmering beams of moonlight, Walking on the surface of the planet, With a blinding flash of light, When the astronaut took their first steps,

Tricky Spellings (Year 5/6 statutory words)

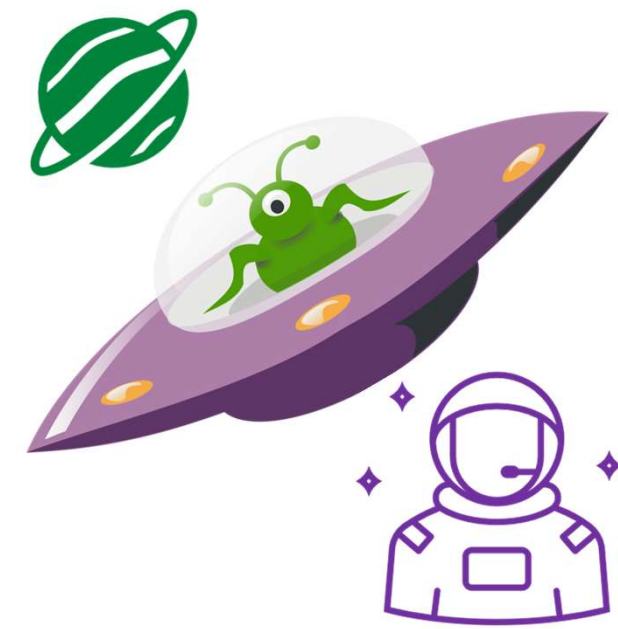
- according
- determined
- opportunity
- muscle
- equipped
- individual
- recommend
- physical
- frequently

Character Adjectives
alert, alluring, bizarre, captivating, charming, compelling, confusing, curious, enchanting, fascinating, intelligent, interesting, intriguing, mystifying, peculiar, perplexing, robotic, secretive, unusual

Setting Adjectives
astounding, breathtaking, colourful, desolate, doomed, expansive, fiery, frozen, futuristic, gaseous, lifeless, mountainous, mysterious, rocky, silent, sinister, unexplored

Adverbs
abruptly, anxiously, bravely, briskly, courageously, curiously, fearfully, immediately, instantly, mysteriously, rapidly, strangely, suddenly, swiftly, unexpectedly

Product goals
futuristic or space-themed setting
a main character from another world or time
characters' feelings being shown to build tension
dialogue to create atmosphere or advance the action
short, snappy sentences for effect



Writing I Knowledge Organiser Year 5 – Science Fiction: Model text

Key Features

a futuristic or space-themed setting

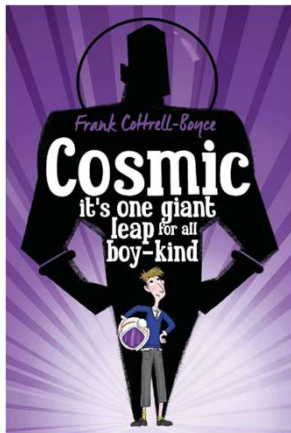
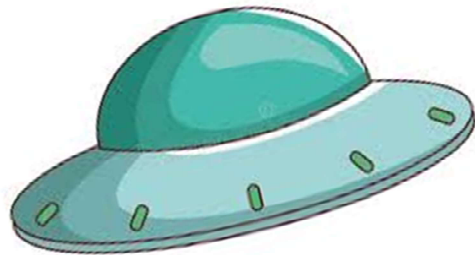
a main character from another world or time

characters' feelings being shown to build tension

dialogue to create atmosphere or advance the action

short, snappy sentences for effect

imaginary, futuristic terminology



Excerpt from *The Voyage to Poldistor*

Commander Kennedy had been dreaming of this moment his entire life; it had been his childhood dream to be an astronaut and today was his first expedition. In just a few moments, the spacecraft would open and Kennedy would be the first person to step foot on **Poldistor** – the remote planet never before visited by humans.

After a harrowing yet exhilarating journey, the spacecraft landed. **The colour drained from Kennedy's face and his heart thumped. The moment was here.** Kennedy nodded to the pilot, placed on his helmet and took a deep breath as he clambered out of the spacecraft.

The chill of the frosty air instantly struck Kennedy; the tips of his ears and nose immediately started to tingle. What lay before him looked like nothing that he had ever seen before: a landscape of purple mountains towered over him while thick clouds of gas radiated from every pitted crater. Kennedy edged carefully across the burnt-orange terrain, being careful to dodge the rockpools which were oozing with vivid, green slime. Underneath his boots, he noticed a peculiar footprint; it was double the size of Kennedy's foot and it had seven, long toes. Crouching down, he ran his hand over the fascinating discovery when he suddenly heard an ear-piercing shriek directly behind him. **Kennedy gasped...**

Peering over him, was an extraterrestrial creature with a thick, wrinkled snout like an elephant and three pairs of beady eyes which bored into him. The captivating creature's skin was aquamarine and translucent; large, pink boils covered every inch of its slimy body.

"What do you think you're doing here? Humans are not welcome," squeaked the creature.

"Uhh... uh... I'm sorry. I'm so excited to be here. Who are you?" Kennedy stammered. **Beads of sweat formed on his forehead underneath his helmet.**

The creature extended a pointed claw towards him and cried, "You're coming with me."

Writing I Knowledge Organiser Year 5 – Newspaper Report

What am I writing:	Article on the women behind NASA space launch	Who I am writing for:	To share with year 4 pupils
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Product goals

the name of the newspaper	
a headline that uses a pun, rhyme or alliteration	
a sub-heading which gives a bit more information	
a 'byline' (the writer's name)	
an introductory paragraph that includes the 5 Ws	
pictures with captions?	
a commentary of the main events	
writing in third person and past tense	
direct and reported speech	
a conclusion paragraph to explain what might happen next	

Tier 2 Vocabulary

alongside	damaged	reported
alternatively	described	responded
apparently	following	source
commented	identified	stated
concern	insider	unfortunately
confirmed	official	witness
considerably	recently	

Linking ideas

after
as a result of
because
before
however
meanwhile
nevertheless
once
since
therefore
while

Sentence Starters

Late that night,...
Upon making the discovery,...
Despite all of the evidence,...
Although it may come as a surprise to our readers,...
With bated breath

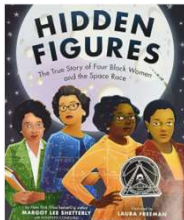


Punctuating Direct Speech

Use inverted commas at the beginning and end of direct speech.
 Start the speech with a capital letter (unless it's the second half of broken speech).
 End each piece of direct speech with a comma, full stop, question mark or exclamation mark.
 Punctuation comes at the end of the speech and before the inverted commas.
 Use a new line for each new speaker.
 "This is an excellent example of direct speech," remarked Mrs Brown.



Writing I Knowledge Organiser Year 5 – Newspaper Report



What am I writing:	Biography about the Hidden Figure Katherine Johnson	Who I am writing for:	To share with parents and carers
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Product goals	
Formal tone	
Third person pronouns (she, herself, her)	
Past tense	
Chronological order	
Dates to identify specific details around when things happened	
Facts about her life	
Details such as the place and date that she was born and died.	
Describe her importance to the world	
Describe her early life and childhood	
Achievements, accomplishments and challenges she overcame	
Descriptions of her personality and what she was like	
Quotes from Katherine Johnson or other key people	
A range of subordinating conjunctions	
A range of fronted adverbials	
Dashes for extra information	
Semi-colons to separate two clauses	
Passive voice	
Photographs, pictures and captions.	

Passive Verb Examples
<p>Katherine Johnson's contributions to space exploration were recognised by NASA and the world.</p> <p>Her calculations were used to help plan John Glenn's historic flight into space.</p> <p>The trajectory for Alan Shepard's spaceflight was carefully calculated by Katherine Johnson.</p> <p>Her work was often praised for its accuracy and precision in solving complex mathematical problems.</p>

Semi-colons ;
<p><i>Separate two closely related independent clauses instead of using a co-ordinating conjunction.</i></p> <p>Katherine Johnson was a brilliant mathematician and her work at NASA helped send astronauts into space.</p> <p>Katherine Johnson was a brilliant mathematician ; her work at NASA helped send astronauts into space.</p>

Adjectives to Describe Katherine	
brilliant	intrigued
captivated	methodical
confident	passionate
enthusiastic	positive
fascinated	remarkable
humble	significant
inquisitive	talented

Tier 2 Vocabulary	
according	excellent
achieve	marvellous
appreciate	opportunity
curiosity	persuade
determined	programme
especially	recognise

Fronted Adverbials
<p>Once,</p> <p>During...</p> <p>After,</p> <p>As an adult,</p> <p>Next,</p> <p>Since,</p> <p>Then,</p> <p>As a child,</p> <p>When...,</p> <p>Eventually,</p> <p>When she was...,</p> <p>Soon,</p> <p>Finally,</p> <p>In (year),</p> <p>Once she was...,</p>

Writing I Knowledge Organiser Year 5 – Character Description

What am I writing:	A character description of a Greek God	Who I am writing for:	My peers
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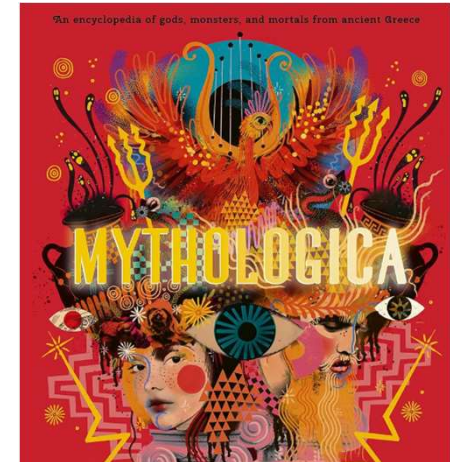
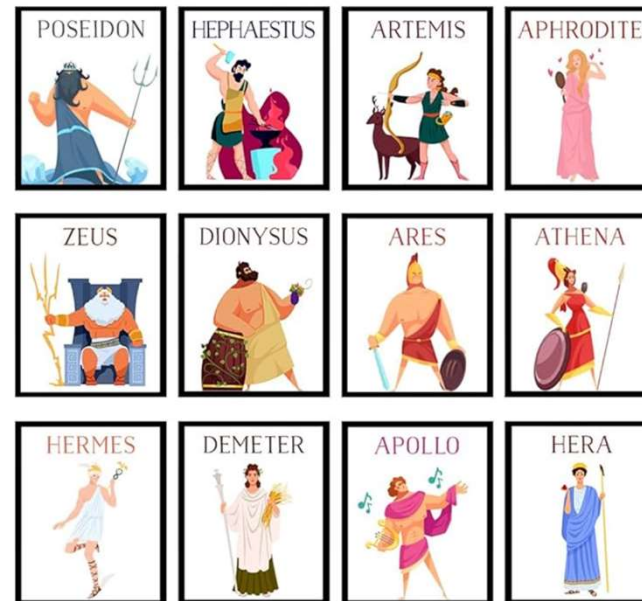
Character Traits	
mighty	glorious
heroic	enigmatic
charismatic	benevolent
immortal	proud
powerful	ethereal
divine	righteous
wise	passionate
majestic	formidable
vengeful	fierce
merciful	radiant
omniscient	deceptive
wrathful	imposing



Greek references
Mount Olympia
Athens
God
Goddess
Myth
mortal

tricky spellings (year 5/6 statutory words)	
ancient	individual
achieve	physical
apparent	strength
available	symbol
determined	variety
develop	occupy
identity	marvellous

Relative pronouns
Who - Refers to people.
Whom - Refers to people (object).
Whose - Indicates possession
Which - Refers to animals or things.
That - Refers to people, animals, or things.
Where - Refers to places.
When - Refers to times.
Why - Refers to reasons.



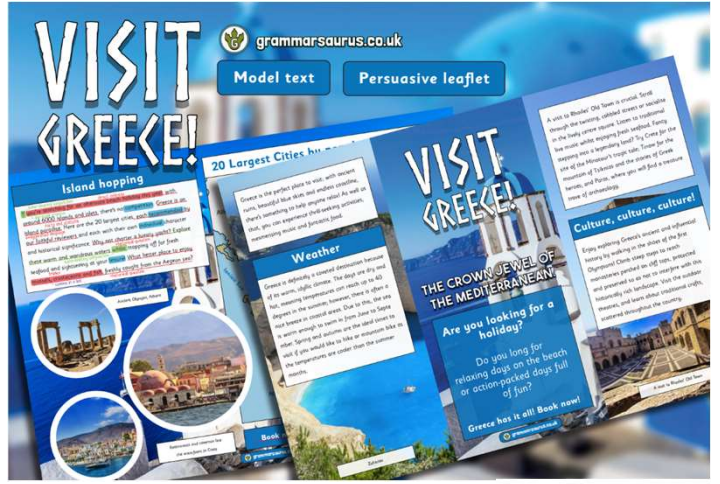
Narrative Writing Product Goals
Exciting and interesting language (adjectives, adverbs, powerful verbs)
A variety of sentence forms and lengths
Use a mix of sentence forms that incorporate fronted adverbials, subordinate clauses and short sentences for effect.
Use figurative language
Use commas to separate clauses

What am I writing:	A travel brochure	Who I am writing for:	For families
---------------------------	-------------------	------------------------------	--------------

Does your leaflet include...	
a clear title that tells the reader the topic of the leaflet?	
an introduction that shows your point of view?	
Subheadings to show different topics of information?	
short sentences in the present tense?	
opinions presented as facts?	
images to support your arguments?	
exaggeration?	
emotive language?	
rhetorical questions?	

Rhetorical Questions
Can you imagine ...? Have you ever considered ...? Did you know...? Would you like to ...? Why should ...?

Sentence Starters
It can also be said that ... Another important feature is ... Without a doubt ... It is important to remember ... Anyone can see that ... For these reasons ... It is undeniable that ...

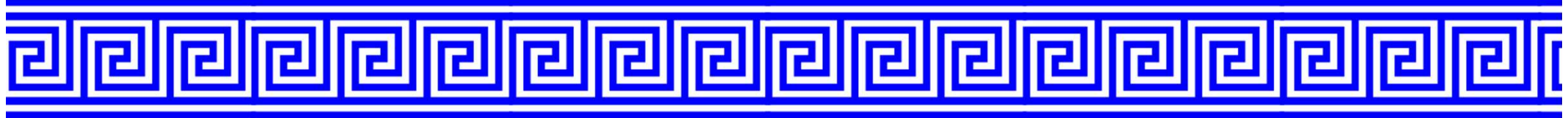


Persuasive Devices
modal verbs modal adverbs emotive language facts and statistics rhetorical questions powerful exclamations repetition exaggeration alliteration

Tricky Spellings (Year 5/6 statutory words)	
ancient environment government language leisure variety	accommodate temperature marvellous Available foreign adventure

Greek landmarks
Acropolis of Athens Delphi Temple of Poseidon Olympia

Layout
<ul style="list-style-type: none"> Leaflets are usually designed in columns with pictures or statistics scattered throughout the text to keep the reader interested. In a persuasive leaflet, remember to use pictures and information that will support your argument and convince the reader of your point of view.



Writing I Knowledge Organiser Year 5 – Persuasive Leaflet: Model text

Visit Austria, the land of mountains

Key Features

a clear title that tells the reader the topic of the leaflet

an introduction that shows your point of view

Subheadings to show different topics of information

short sentences in the present tense

opinions presented as facts

images to support your arguments

exaggeration

emotive language

rhetorical questions

The Alps are the highest mountains in Europe and remain the best kept secret for nature lovers and families. With lots to keep you busy, everyone can find a great choice of the most exciting activities while people who search for a relaxing stay can discover the unspoilt environment, stunning scenery and the glorious sunshine!

Activities

Some resorts in Austria have up to 40 different activities for adults and children of all ages. There are plenty of rivers and lakes which provide an endless playground for those who love water.



Walking/Hiking

Do you want to experience the mountains from an amazing height? The ski lifts take you higher up than you can imagine. There are plenty of hiking trails with signposts to keep you on track. You can have a rest and take in the views with many opportunities to take photographs and impress your family and friends. You can also find lovely hidden cafes on the way to have a hot drink and a delicious lunch.

Rafting

There are countless lakes in Austria among the mountains. Lemman and Annecy are the favourite lake spots for water sports. Discover your sense for adventure and what it is like to be soaked to the skin with a white water rafting experience. You will start by being kitted out with all the equipment before a full safety training. Then an experienced guide will take you onto the water for a series of runs down the breath-taking twists, turns and drops of the rushing mountain rivers. It is a fantastic and unforgettable experience!



So what are you waiting for?

Writing I Knowledge Organiser Year 5 – Myths



What am I writing: My own myth

Who I am writing for:

For year 3 pupils

Does your myth include...

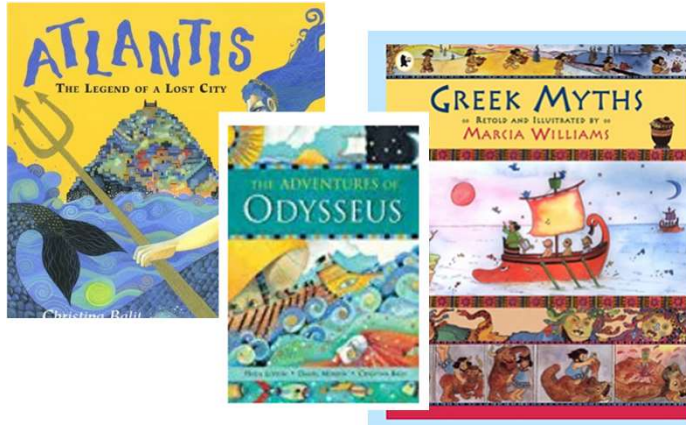
a setting in the distant past?	
mortal and immortal characters?	
a brave hero or heroine?	
an explanation for how something started?	
a monster or complex task the hero or heroine has to overcome?	
dialogue to advance the action?	
expanded noun phrases and adverbs to add detail?	

Character Adjectives

boastful, brave, courageous, cursed, demonic, evil, fantastical, fearless, god-like, half-human, humble, immortal, jealous, mighty, monstrous, mythical, proud, ravenous, strong, superhuman, unusual, valiant, venomous, weak

Adverbs

bravely, cowardly, fearfully, gallantly, gruesomely, honourably, horribly, menacingly, nastily, nobly, quietly, stealthily, strangely, unselfishly, viciously, weirdly



Setting Adjectives

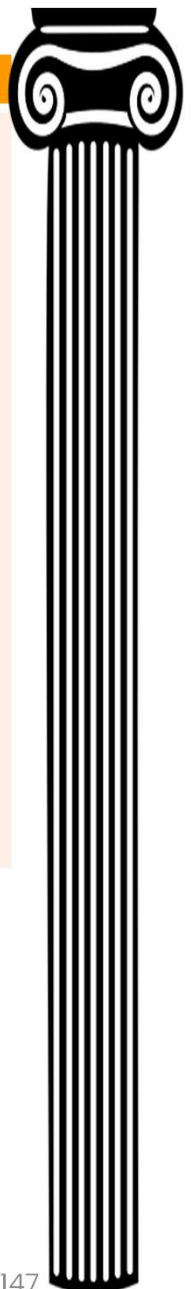
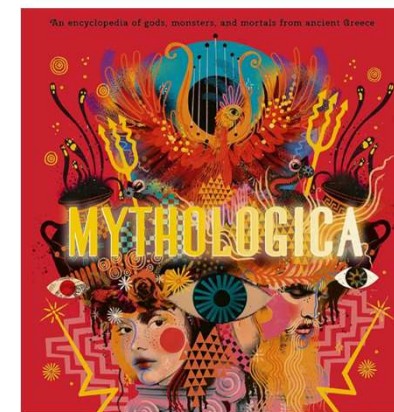
ancient, antiquated, destroyed, dilapidated, enchanted, expansive, forgotten, heavenly, legendary, magical, marvellous, mysterious, mystical, otherworldly, ruined, sinister, terrifying, unearthly, vibrant

Tier 2 Vocabulary

accidental	Earth	monster
angel	famous	mortal
appear	gods	nymph
believe	heaven	old world
creatures	hero	particular
deity	heroine	promise
demon	imagine	special
disappear	immortal	surprise
dragon	island	underworld
	kingdom	

Fronted Adverbials

Above the world,
Many moons ago,
 Obviously angry,
Miraculously,
 With god-like powers,
Deep below the Earth's crust,
 Between the sea and sky,
Since time began,
 Among the clouds,
In the depths of the ocean,
 On top of the tallest mountain,
In the middle of nowhere,
 Flying into a jealous rage,
Entranced by its beauty,
 Disgusted by the stench,
As swift as an eagle,
 Like a polished jewel,
Dancing among the stars,



Key Features

A setting in the distant past

Mortal and immortal characters

A hero or heroine

A build up to set the scene for the problem or challenge

A monster or complex task the hero or heroine has to overcome

Dialogue to advance the actions

Expanded noun phrases and adverbs to add detail

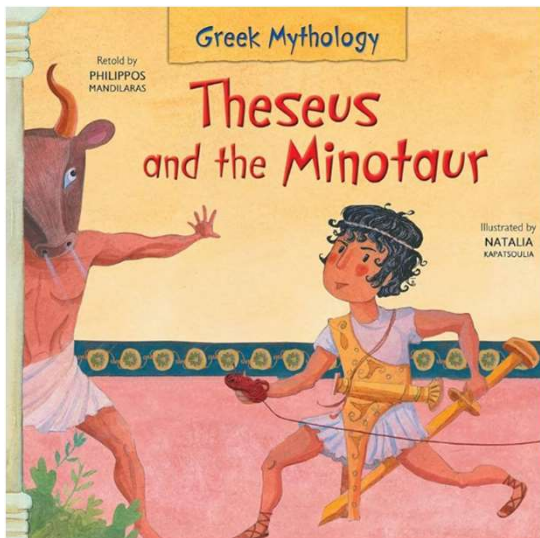
An excerpt from Theseus and the Minotaur

Long ago, King Minos was the ill-natured ruler of the island of Crete. He relished frequently launching surprise attacks on the grand city of Athens. King Aegeus of Athens desperately wanted to stop the attacks so he struck a terrible bargain with Minos. In exchange for peace, Aegeus would annually send over seven girls and seven boys to be sacrificed to King Minos's horrific Minotaur: a half-man, half-bull beast.

After three years, Aegeus's son called Theseus was fed up. Mentally, he went over his plan as he knocked on the door of his father's study. Before Aegeus could even stand up to meet his son, Theseus had started talking, "This deal with Minos needs to stop. Families are terrified that their children will be picked next. Tomorrow, I am going to take the place of one of the boys on the ship. Then, I will vanquish the Minotaur and end this horrible agreement."

Aegeus was shocked. He knew that his son was strong and brave but the Minotaur was so huge and fierce. To keep it under control, it had to be locked inside a complex maze called a labyrinth. Aegeus begged Theseus to change his mind but eventually, he agreed to let him go.

The next day, when the boat docked, Minos led the children away. His daughter called Ariadne stealthily pulled Theseus to one side and told him that she recognised him as the prince. She explained that she wanted to escape from her father and offered to help Theseus if he promised to take her away from Crete. Theseus agreed and the two met outside the enormous labyrinth's entrance that night. In the dark, Ariadne gave Theseus a red ball of string, "This labyrinth has been designed to be so complicated that no one can ever escape it. However, if you unravel this string behind you, you will be able to use it to find the entrance again. Good luck!"





Year 6

Writing Knowledge Organisers

Writing I Knowledge Organiser Year 6 – Diary Entry WW2



What am I writing:	A diary entry	Who I am writing for:	To share with parents
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Does your report include...	
the date and/or time that the entry was written?	
writing in the first person?	
writing in past tense for main events?	
events written in chronological order?	
personal emotions and feelings?	
paragraphs (including an introduction and conclusion) to organise your writing?	
an informal style of writing?	
time conjunctions and adverbials?	

Introductions
At last, I have been able to... Dear diary... It's been a while since I last wrote in here. I'm not sure where to begin. Today, I received the best news. What a brilliant day it has been! You will never believe what has happened!

Time Conjunctions	
after at precisely before beforehand finally immediately in the end in the beginning	just at that moment just then several months later suddenly without warning

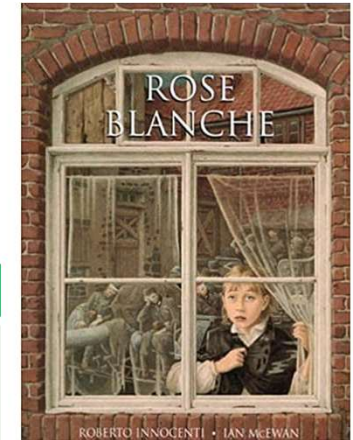
Adverbials of Time
after that following this last week meanwhile only yesterday straight away this morning

Adverbials of Frequency
firstly frequently lastly occasionally often rarely sometimes

Tier 2 Vocabulary		
appalled	flabbergasted	outraged
astonished	frustrated	repulsed
content	heartbroken	shattered
delighted	infuriated	speechless
devastated	jubilant	thrilled
elated	mellow	uneasy
exasperated	miserable	

Adverbials of Manner
as slow as possible as quick as a flash cautiously stupidly with hope in my heart without hesitation without thinking

Adverbials of Place	
along the lane around here back at school beyond the wall	here in this room inside the house over the street



Writing I Knowledge Organiser Year 6 – Diary Entry WW2 Model Text



Key Features

the date and/or time that the entry was written

writing in the first person

writing in past tense for main events

events written in chronological order

personal emotions and feelings

an informal style of writing

time conjunctions and adverbials

Evacuee Diary

Monday 4th September 1939

Dear diary,

I'm so sorry that I've not written to you for a few days. It's just that so much has happened here. I've barely had the time to digest my meals let alone chitter chatter with you!

Although I miss her dearly, in some ways it feels like years since Mother announced that we were to be evacuated. That ghastly train journey thankfully seems like a distant memory too! Mr and Mrs Farthing have been so kind to George and I and we've loved getting to help on the farm. Honestly though, it's still a shock to look out of the window and see green grass rather than a smog-filled London.

I'm not certain that the Farthing's two boys are terribly pleased to see us. They get up early to milk the cows and, when they return, barely say a word to us. George tried to get them interested in his picture books last night but they just looked at each other and laughed. I did feel sorry for our George and read an extra two books to him at bedtime to make up for it. By the time I had finished, my voice sounded like a frog and there was barely a wick left on the candle!

This morning, I overheard Mr and Mrs Farthing muttering about the war. I know that I shouldn't've been eavesdropping but we've barely had a scrap of news the whole time we've been here. Anyway, it didn't sound great. Initially, I had hoped that we would be back with Mother before the end of September but that might have just been a naive dream. My heart shattered when I thought about the possibility of spending Christmas away from her. Still, I shan't let George know.

I promise to try and write again tomorrow. Mrs Farthing is going to teach me how to make an omelette with the freshly collected eggs. I can't wait!

Eliza

Writing I Knowledge Organiser Year 6 – Diary Entry WW2

What am I writing:	My own adventure story	Who I am writing for:	For a class book
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Does your report include...

a title that makes the reader want to read your story?	
a beginning to introduce character(s) and a setting?	
a build-up to give hints and clues about what is going to happen?	
a dilemma where something goes wrong?	
a resolution where the characters solve the dilemma?	
an ending to close the story?	
dialogue to advance the action?	
short, snappy sentences used for effect?	
cliffhanger questions?	



Fronted Adverbials

On just another ordinary day,
During the storm,
 When it was all over,
As the day drew to a close,
 Suddenly,
After the rain,
 The next day,
Without warning,
 Strangely,
Terrifyingly,
 Rapidly,
Furiously,

Tier 2 Vocabulary

abandoned	determined	magical
alarmed	disastrous	mysterious
ancient	discover	perilous
beastly	disturbing	shadowy
bizarre	enchanted	splendid
bold	enemy	sturdy
chilling	escape	swooped
conscious	evil	terrifying
creature	frightened	weird
crumbling	glorious	wicked
dangerous	hero	

Alternative Words for Said

bellowed	boomed	laughed	mumbled
muttered	replied	roared	screamed
shrieked	stuttered	whispered	yelled

Subordinate Conjunctions

after	before	because
if	while	when
who	which	since

Writing I Knowledge Organiser Year 6 – Diary Entry WW2

Key Features

a title that makes the reader want to read your story?

a beginning to introduce character(s) and a setting?

a build-up to give hints and clues about what is going to happen?

dialogue to advance the action?

short, snappy sentences used for effect?

cliffhanger questions?



Excerpt from **The Gas Mask**

Grandma's room smelt musty. Motz waited patiently while she fussed in the corner. "When your mum told me that you were doing some work on the evacuation at school, I thought to myself, Mavis, you've got your old ration book, but can I find it?" Grandma carried on rummaging through an old suitcase, muttering to herself like she always did.

She began to take out all sorts of things. Motz stared at the pile of Grandma's treasures. They would be great for the class's history topic. There was an old poster that said, 'Careless Talk Costs Lives', a recipe for carrot cake which sounded disgusting, old coins, a bundle of letters – and a gas mask!

"Can I try this on Gran?" asked Motz, picking up the old mask. Grandma nodded her head, still ferreting around in the suitcase, intent on her search for the ration book. Motz tugged the mask on and pulled the straps down over his ears. It smelt of moth balls.

Immediately, he felt as if he had entered another world. He could see vague shapes but the mask misted up. His breathing sounded like Darth Vader. But worse than that, he could hear someone shouting. The world seemed to jolt and feeling rather afraid, Motz pulled the mask off.

He was standing in a street – rather like Grandma's street – but a column of smoke towered above them. The air smelt of burning and in the distance he could hear a steady crump and thud that sounded like bombs landing. Motz stood transfixed, his heart pounding. **What was happening to him? Where was he?**

Writing I Knowledge Organiser Year 6 – Narrative Poetry WW2



What am I writing:

My own conflict poem

Who I am writing for:

A class display

Does your poem include...

- alliteration
- similes
- metaphor
- personification
- onomatopoeia for effect
- verses to tell the parts of a narrative
- rhyme



Alliteration

A few words, close to each other, that begin with the same sound.

e.g. The bees buzzed brilliantly by the beautiful butterfly.

Onomatopoeia

Words that make you think of sounds:

bang thud zoom smash tap

Simile

A comparison using words such as 'as' or 'like':

As sly as a fox
sweet like chocolate
white as snow
cold as ice

Imagery Associated with War

- Battlefields
- Trenches
- Smoke and Fire
- Fallen soldiers
- Weapons (swords, guns, tanks)
- Ruins of cities
- Poppies as symbols of remembrance
- Flags
- Blood-stained earth
- Refugees and displacement

Metaphor

A figure of speech which describes something by saying its something else:

A wave of terror washed over him

The terror is not actually a wave, but this is a good way to describe the feeling.

Personification

Describing objects as if they are people to make the description more exciting:

The stars danced in the sky...
The flowers were begging for water...

Tier 2 Vocabulary

surly
tumbling
wheeled
soared
flung
delirious

eager
wind-swept
grace
trespassed
sanctity



Key Features

alliteration

rhyme

metaphor

verses

personification

High Flight by John Gillespie Magee

Oh! I have slipped **the surly bonds of Earth**
 And danced the skies on laughter-silvered **wings**;
 Sunward I've climbed, and joined the tumbling
mirth

Of **sun-split** clouds, – and done a hundred **things**
 You have not dreamed of – wheeled and **soared**
and swung

High in the **sunlit silence**. Hov'ring **there**,
 I've chased **the shouting wind** along, and **flung**
My eager craft through **footless halls of air...**

Up, up the long, delirious burning **blue**
 I've topped the wind-swept heights with easy **grace**
 Where never lark, or ever eagle **flew** –
 And, while with silent, lifting mind I've **trod**
 The high untrespassed **sanctity of space**,
 Put out my hand, and **touched the face of God**.

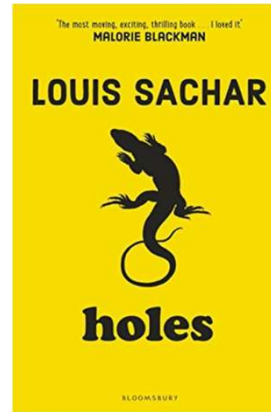
Writing I Knowledge Organiser Year 6 – A persuasive Leaflet



What am I writing:	A Persuasive leaflet	Who I am writing for:	Parents
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Does your leaflet include...

Clear paragraphs to explain the what, where, why when and how.	
Modal verbs	
Persuasive devices to persuade.	
Emotive language	
Subordinating and coordinating conjunctions	
Colons, brackets and bullet points	
Expanded noun phrases to describe the setting	
A catchy slogan	
Hyphenated words	
Fronted adverbials	
Rhetorical questions	



Statutory words	
muscle	appreciate
accommodation	community
aggressive	environment
variety	stomach
system	guarantee
opportunity	leisure
nuisance	naughty

Punctuation

- Colon
- Bullet points
- Brackets for parenthesis

Persuasive devices

- Persuasive Devices A FOREST**
- A**lliteration
 - F**acts
 - O**pinions
 - R**epetition (& **R**hetorical Questions)
 - E**motive Language (& **E**xaggeration)
 - S**tatistics
 - T**hree (Power of 3)

Modal verbs

- could
- would
- will
- should
- must
- might

The setting

- wilderness
- flora and fauna
- Texas landscape
- secluded location
- vast desert
- remote location



Hyphenated words

- Hard-working
- State-of-the-art
- Air-conditioning
- Character-building
- One-off
- Full-sized
- Mouth-watering

Writing I Knowledge Organiser Year 6 – Non_Chronological Report

What am I writing:	Non-chronological report	Who I am writing for:	Peers
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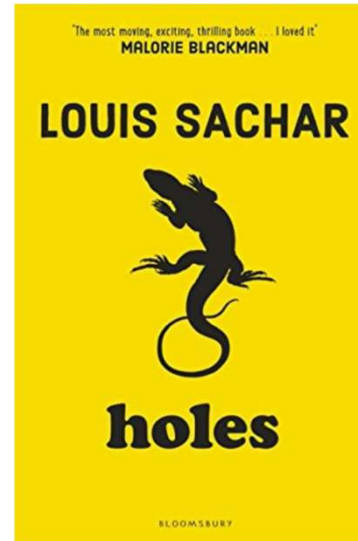
Does your non-chronological report include include...

Headings and sub-headings	
Paragraphing	
Factual and formal tone	
Use of present tense	
Subject-specific vocabulary	
Descriptive language	
Colons and bullet points	



Setting description

wasteland
dried-up
lake
tunnels
shade
rock
crevices
heat
dusty
barren
harsh
terrain



Punctuation

- Colons
- Bullet points

Statutory words

aggressive
ancient
available
awareness
criticise
desperate
environment
immediate
occasionally
opportunity
persuade
physical
recognise
suggest
temperature
threat
variety



Descriptive Vocabulary	Scientific/Fact-Based Language
------------------------	--------------------------------

<p>dangerous venomous aggressive deadly stealthy terrifying quick-moving sharp-clawed camouflaged unpredictable</p>	<p>venom diet behaviour adaptation ecosystem nocturnal climbing burrowing survival natural instincts</p>
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Structure and subheadings

- Introduction
- Characteristics
- Diet and behaviour
- Habitat
- Interaction with humans
- Conclusion
- Unlike most lizards...
- Interestingly...
- It is important to note...
- For example...
- In summary...

Words to describe the Lizard

Yellow-spotted lizard
creature
reptile
species
predator

Writing I Knowledge Organiser Year 6 – Balanced Argument – Graffiti – Is it art ?

What am I writing:	<i>A Persuasive leaflet</i>	Who I am writing for:	<i>Class debate</i>
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Does your leaflet include...	
Introduction Introduces the issue and outlines that both sides will be explored.	
Balanced Structure Includes arguments for and against graffiti as art, with clear paragraphing.	
Formal and Objective Tone Avoids too much personal opinion until the conclusion. Uses balanced, thoughtful language.	
Use of Topic Vocabulary Includes key words from the word bank to show understanding of the topic.	
Modal verbs	
Conclusion Summarises both sides and gives a personal opinion with reasoning.	



Balance argument
<ul style="list-style-type: none"> On the one hand... On the other hand... Some people believe... Others argue that... However... In contrast... Despite this... It could be said... In conclusion... A valid point is...

Banksy-Specific Vocabulary
Banksy anonymous artist political statement social commentary stencil murals recognition valuable symbolism urban landscape

Statutory words	
achieve	interfere
appreciate	identity
attached	individual
available	nuisance
category	opportunity
community	persuade
controversy	physical
criticise	profession
definite	recognise
desperate	relevant
determined	suggest
excellent	symbol
explanation	variety

Opinion & Evaluation Words
effective meaningful damaging powerful illegal beautiful disrespectful thought-provoking inspiring unlawful artistic misunderstood

Graffiti
art vandalism expression creativity illegal public space permission street art property identity protest message controversial anonymous

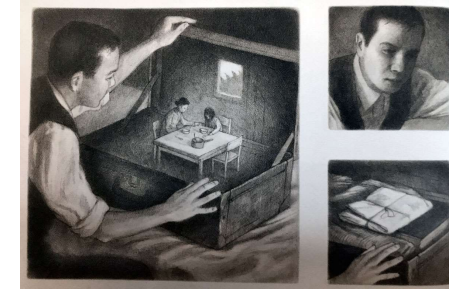


Writing | Knowledge Organiser Year 6 – Journal Writing

What am I writing:	A journal	Who I am writing for:	To share with parents
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Product goals	
First-Person pronouns Written from the point of view of the main character (e.g. <i>I, my, me</i>).	
Past Tense Uses past tense to reflect on events that have already happened.	
Emotive Language Expresses thoughts, feelings, and reactions (e.g. confused, hopeful, nervous, amazed).	
Imaginative Detail Describes what the character sees, hears, and experiences in the strange new world, using sensory language and vivid detail.	
Use of dashes and brackets	
Year 5 and 6 statutory words	
<i>Fronted adverbials for cohesion</i>	

Punctuation
<ul style="list-style-type: none"> Hyphenated words Dashes Semi colons Brackets



First Person Pronouns		
I	me	my
mine	myself	we
us	our	ourselves

Year 5 and 6 statutory words					
accommodate	environment	identity	occupy	pronunciation	symbol
communicate	foreign	immediately	opportunity	queue	system
community	familiar	individual	parliament	recommend	through
desperate	government	language	prejudice	signature	vegetable
determined	harass	neighbour	privilege	sincerely	yacht
	hindrance	nuisance	profession	soldier	

Writing I Knowledge Organiser Year 6 – Informal persuasive Letters The arrival

What am I writing:	A letter in character	Who I am writing for:	For our class display
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Tricky words

language
neighbour
foreign
Familiar
migration
alienation
hope
resilience
belonging
nostalgia
loss
adaptation
curiosity
wonder
community
isolation
determination
exploration
survival

Product goals

sender's address	
the date	
an appropriate greeting	
an introduction	
paragraphs around a theme	
writing in the first person	
vocabulary which shows a chatty, informal style	
places where the writer addresses the recipient directly	
a conclusion	
a complimentary close	

Greetings and Closes

Dear...	All the best,
Dearest...	Best wishes,
My friend...	Love from,
To...	See you soon,
Hey...	Speak later,

Punctuation

Can you show examples of:

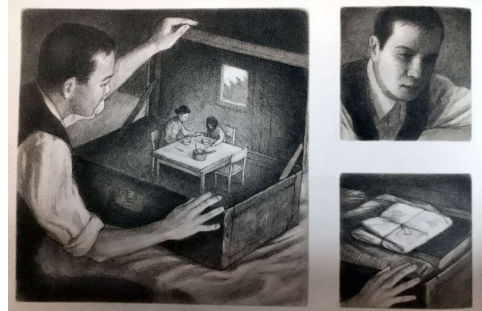
capital letters
full stops
question marks
exclamation marks
commas
apostrophes
punctuation for parenthesis
semi-colons
single dashes
hyphens

?



Tier 2 Vocabulary

advise afterwards apologise appreciate because before correspond	dear dearest determined especially explain invite marvellous	P.S. please recommend since tell whom
--	--	--



First Person Pronouns

I	me	my
mine	myself	we
us	our	ourselves



Presentation

Make origami birds

Writing I Knowledge Organiser Year 6 – Informal Letters: Model text

Key Features

- the sender's address
- the date
- an appropriate greeting
- an introduction
- paragraphs around a theme
- writing in the first person
- vocabulary which shows a chatty, informal style
- places where the writer addresses the recipient directly
- a complimentary close

Example of an informal letter

Dear Sacha,

Jake's room,
My House,
Monday 21st June

How are you? For your sake, I hope that you're currently better than I am! I shall explain...

It all started this morning. Mum and I were having our usual back and forth of her asking me to tidy my room and me (naturally) refusing. Anyway, it got to the point where she took a deep breath (you know the kind) and said, "Jakob, you're going to stay in your room until it has been tidied!" Obviously, I immediately thought that this was a brilliant idea and agreed. So, in I went without – and this bit is important – thinking first.

The first hour was quite fun. I read a book, fed my fish and shouted down to Old Greg who was busy mowing his lawn. (Did you know that he used to be a champion high jumper?) The second hour was OK but it's now the third hour and I'm bored senseless. You see, Sach, Mum never had any intention of making me stay in my room but, if I leave now, I've lost!

This is where you come in my dearest friend. I need supplies! I require: snacks, some kind of electronic device and a television. OK, so, maybe not a television but please bring me snacks! I'm sure Mum will let you in if you knock on the door; she might even try and convince you to convince me to tidy up (not that it'll work!).

Just to reiterate, I can leave my room but I can't leave my room and I am desperately in need of snacks. You wouldn't let me down, would you? Especially since I finished that maths homework for you last month.

All the best from your best friend who may spend the rest of his life in his bedroom,

Jake

P.S. I need sweet snacks. Not those weird crispy things that we had at your birthday party. Thanks.