

Curriculum Intent

- To write with accuracy
- To write with purpose
- To communicate confidently and effectively both through written and oral format

WRITING	SPELLING				
	KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un-</p> <p>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning to spell common exception words</p>	<p>All of the KS1 skills, plus:</p> <p>Spell further homophones</p>	<p>All of the previous skills, plus:</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>All of the previous skills, plus:</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p>	<p>All of the previous skills, plus:</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>

WRITING	PUNCTUATION				
	KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Leaving spaces between words</p> <p>Y2 Learning how to use both familiar and new punctuation correctly including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>All of the KS1 skills, plus:</p> <p>Using commas after fronted adverbials</p>	<p>All of the previous skills, plus:</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p> <p>Using and punctuating direct speech</p>	<p>All of the previous skills, plus:</p> <p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using brackets or commas to indicate parenthesis</p> <p>Using semicolons or colons to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>	<p>All of the previous skills, plus:</p> <p>Indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p>

					Using a colon to introduce a list Punctuating bullet points consistently
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WRITING		GRAMMAR			
YEAR GROUP	KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Joining words and joining clauses using and beginning to punctuate sentences using: capital letters and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for proper nouns and the personal pronoun 'I'</p> <p>Y2 Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and coordination (or, and, or but)</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology when discussing their writing.</p>	<p>All of the KS1 skills, plus:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because, although.</p>	<p>All of the previous skills, plus:</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials</p> <p>Use and understand the grammatical terminology accurately and appropriately when discussing their writing</p>	<p>All of the previous skills, plus:</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>All of the previous skills, plus:</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</p>

WRITING		ORGANISATION AND COMPOSITION			
YEAR GROUP	KS1	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what they are going to write before</p> <p>Write down ideas and/or keywords, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas composing and rehearsing sentences orally (including dialogue)</p> <p>Progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot in non-narrative material, using simple organisational devices such as headings and subheadings</p> <p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere and integrating dialogue</p> <p>Write longer passages using a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>Write longer passages using a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings,</p>

		correctly) Organise paragraphs around a theme		Assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb Proof read for spelling and punctuation errors	bullet points, underlining) Assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb Use the singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors
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