Writing

Curriculum Overview:
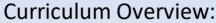### Learning for life

We are CONFIDENT COMMUNICATORS who listen and share our ideas confidently.
We are RESILIENT RESEARCHERS who don't give up and learn from our mistakes.
We are ASPIRATIONAL AMBASSADORS who strive to be the best we can be.
We are COLLABORATIVE CITIZENS who work together and respect others.

Intent	Implementation	Impact
Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for writing within the National Curriculum. **KS1 and KS2:** In KS1 and KS2 the English writing curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. To ensure that pupils develop a secure knowledge that they can build on, our English curriculum has been mapped out using specific disciplines. When covering each of these strands, the content will be carefully organised by each year group through our subject overview. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks. English is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.	The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS Writing is taught as part of 'Literacy' through 'Writing' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject. All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling, reading and writing activities that are matched to their current needs. We teach Phonics using a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Our staff teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. From Year 2 (Term 2), when children are ready to move off the WRI programme, writing is taught as a discreet subject every day to allow time to embed skills in the subject. In KS2, Writing is taught as a discreet subject every day to allow time to embed skills in the subject. All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.	Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice. Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups. Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more. Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps. Star reading is also use at the end of each tern to formally assess children progress. Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.

Breadth of study		
Breadth of Study EYFS:		
Writing: Transcription Spelling		
Phonics and Spelling Rules		
Three and Four Year -Olds	Literacy	• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Reception	Literacy	• Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
Writing: Composition		
Planning, Writing and Editing		
Three and Four-Year-Olds	Communication and Language	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
	Expressive Arts and Design	• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Reception	Communication and Language	• Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy	• Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
	Expressive Arts and Design	• Develop storylines in their pretend play.
ELG	Literacy	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure			
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver."
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Writing: Vocabulary, Grammar and Punctuation			
Sentence Construction and Tense			
Three and Four-Year-Olds	Communication and Language		• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Use of Phrases and Clauses			
Three and Four Year-Olds	Communication and Language		• Use longer sentences of four to six words.
Reception	Communication and Language		• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		• Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	• Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Breadth of study Key Stage 1 and Key Stage 2:

The programmes of study for writing at key stages 1 and 2 consist of 2 dimensions (similar to that of reading):
- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. References to developing pupils' vocabulary are also included in the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	-words containing each of the 40+ phonemes taught -common exception words -the days of the week -name the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound	-segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones -learning to spell common exception words -distinguishing between homophones and near-homophones	-spell further homophones -spell words that are often misspelt (Appendix 1)	-spell further homophones -spell words that are often misspelt (Appendix 1)	-spells some words with 'silent' letters -continue to distinguish between homophones and other words which are often confused -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	-spell some words with 'silent' letters -continue to distinguish between homophones and other words which are often confused -use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	-using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un– -using –ing, –ed, –er and –est where no change is needed in the spelling of root words -apply simple spelling rules and guidance from Appendix 1	-learning the possessive apostrophe (singular) -learning to spell more words with contracted forms -add suffixes to spell longer words, including –ment,–ness, –ful, –less,–ly -apply spelling rules and guidelines from Appendix 1	-use further prefixes and suffixes and understand how to add them -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first 2 or 3 letters of a word to check its spelling in a dictionary	-use further prefixes and suffixes and understand how to add them -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first 2 or 3 letters of a word to check its spelling in a dictionary	-use further prefixes and suffixes and understand the guidance for adding them -use dictionaries to check the spelling and meaning of words -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	-use further prefixes and suffixes and understand the guidance for adding them -use dictionaries to check the spelling and meaning of words -use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	-write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	-write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Contexts for Writing		-writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes	-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	-saying out loud what they are going to write about -composing a sentence orally before writing it	-planning or saying out loud what they are going to write about	-discussing and recording ideas -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	-discussing and recording ideas -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	-noting and developing initial ideas, drawing on reading and research where necessary	-noting and developing initial ideas, drawing on reading and research where necessary

Drafting Writing	-sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense	-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence	-organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices (headings & subheadings)	-organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -précising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader	-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action -précising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	-discuss what they have written with the teacher or other pupils	-evaluating their writing with the teacher and other pupils -rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation	-assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	-assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	-assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors	-assessing the effectiveness of their own and others' writing -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors
Performing Writing	-read their writing aloud clearly enough to be heard by their peers and the teacher.	-read aloud what they have written with appropriate intonation to make the meaning clear	-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	-leaving spaces between words -joining words and joining clauses using "and"	-expanded noun phrases to describe and specify	-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause (and place)	-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	-use a thesaurus -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility	-use a thesaurus -using expanded noun phrases to convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	-regular plural noun suffixes (-s, -es) -verb suffixes where root word is unchanged (-ing, -ed, -er) -un- prefix to change meaning of adjectives/adverbs -to combine words to make sentences, including using and -Sequencing sentences to form short narratives -separation of words with spaces -sentence demarcation (. ! ?) -capital letters for names and pronoun 'I')	-sentences with different forms: statement, question, exclamation, command -the present and past tenses correctly and consistently including the progressive form -subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -some features of written Standard English -suffixes to form new words (-ful, -er, -ness) -sentence demaracation -commas in lists -apostrophes for ommission & singular possession	-using the present perfect form of verbs in contrast to the past tense -form nouns using prefixes (super-, anti-) -use the correct form of 'a' or 'an' -word families based on common words (solve, solution, dissolve, insoluble)	-using fronted adverbials -difference between plural and possessive -s -Standard English verb inflections (I did vs I done) -extended noun phrases, including with prepositions -appropriate choice of pronoun or noun to create cohesion	-using the perfect form of verbs to mark relationships of time and cause -using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -converting nouns or adjectives into verbs -verb prefixes -devices to build cohesion, including adverbials of time, place and number	-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -using passive verbs to affect the presentation of information in a sentence -using the perfect form of verbs to mark relationships of time and cause -differences in informal and formal language -synonyms & Antonyms -further cohesive devices such as grammatical connections and adverbials -use of ellipsis
Punctuation	-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	-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)	-using and punctuating direct speech (i.e. Inverted commas)	-using commas after fronted adverbials -indicating possession by using the possessive apostrophe with singular and plural nouns -using and punctuating direct speech (including pucntuation within and surrounding inverted commas)	-using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis	-using hyphens to avoid ambiguity -using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a listpunctuating bullet points consistently
Handwriting	-sit correctly at a table, holding a pencil comfortably and correctly -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' and to practise these	-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 unjoined -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.	-use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -increase the legibility, consistency and quality of their handwriting	-use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -increase the legibility, consistency and quality of their handwriting	-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task	-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task
Grammatical Terminology	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points