

## Writing Curriculum

	<b>Literacy: Writing</b>	<b>EGPS – Key Skills</b>	<b>EGPS – Non-negotiables</b>
<b>EYFS</b>	<p>Form lower-case and capital letters correctly.</p> <p>Begin to orally form and write simple phrases and sentences.</p> <p>Write short sentences with words with known sound-letter correspondence using a capital letter and full stop.</p> <p><a href="#">Early Learning Goals</a> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><a href="#">EGPS Curricular Goals</a> Write a simple text (e.g. story, fact-book)</p>	<ul style="list-style-type: none"> <li>• Phonetically plausible attempts at spelling</li> <li>• 'Tricky' words</li> <li>• Simple sentences</li> <li>• 'and' used to join words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Letter formation</li> <li>• Finger spaces</li> <li>• Makes sense</li> </ul>

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	<b>National Curriculum - Transcription</b>	<b>National Curriculum - Composition</b>	<b>National Curriculum - Vocabulary, grammar and punctuation</b>	<b>EGPS – Key Skills</b>	<b>EGPS – Non- negotiables</b>
<b>Y1</b>	<p>Spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>using the spelling rules for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using –ing, -ed, -er and –est where no change is needed to the spelling of root words</li> </ul> <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>Handwriting:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ and to practise these</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <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>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using ‘and’</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and he personal pronoun ‘I’</li> <li>learning the grammar for year 1 in English Appendix 2</li> </ul> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<ul style="list-style-type: none"> <li>Simple sentences</li> <li>‘and’ used to join words</li> <li>‘and’, ‘because’ ‘so’ used to join clauses (compound sentences)</li> <li>Adjectives to describe</li> </ul>	<ul style="list-style-type: none"> <li>Spaces between words</li> <li>Makes sense</li> <li>Capital letters (at start of sentence, for proper nouns and for ‘I’)</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Key spellings (see transcription)</li> </ul>

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<p><b>Y2</b></p>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular)</li> <li>distinguishing between homophones and near-homophones</li> <li>adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>applying spelling rules and guidance, as listed in English Appendix 1</li> </ul> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<ul style="list-style-type: none"> <li>Present and past tense, including progressive form</li> <li>Co-ordination</li> <li>Subordination</li> <li>Simple cohesive devices</li> <li>Simple expanded noun phrases</li> <li>Different sentence types (Alan Peat progression)</li> </ul>	<ul style="list-style-type: none"> <li>Makes sense</li> <li>Capital letters</li> <li>Full stops</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Apostrophes for contraction</li> <li>Commas in a list</li> <li>Key spellings (see transcription)</li> </ul>
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<p><b>Y3</b></p>	<p>Spelling:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• use the first two letters of a word to check its spelling in a dictionary</li> </ul> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising writing into broad paragraphs [for example, beginning, middle, end]</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by beginning to use a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• using and punctuating direct speech with inverted commas</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<ul style="list-style-type: none"> <li>• Paragraphs and other simple organisational devices (e.g. sub-headings)</li> <li>• Range of co-ordinating and subordinating conjunctions</li> <li>• Fronted adverbials</li> <li>• Different sentence types (Alan Peat progression)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Makes sense</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Apostrophes for contraction</li> <li>• Commas in a list</li> <li>• Apostrophes for singular possession</li> <li>• Inverted commas for direct speech</li> <li>• Commas after fronted adverbials</li> <li>• Key spellings (see transcription)</li> </ul>
<p><b>Y4</b></p>	<p>Spelling:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first three letters of a word to check its spelling in a dictionary</li> </ul> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, in different places within a sentence</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns and pronouns to aid cohesion</li> <li>• More detailed expanded noun phrases</li> <li>• Conjunctions, adverbials and prepositions to show time and cause</li> <li>• Variety of sentence openers</li> <li>• Different sentence types (Alan Peat progression)</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Grammatically accurate</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Apostrophes for contraction</li> <li>• Commas in a list</li> <li>• Apostrophes for both singular and plural possession</li> <li>• Inverted commas for direct speech</li> </ul>

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	<p>Handwriting:</p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>cohesion and to avoid repetition</p> <ul style="list-style-type: none"> <li>using a wider range of conjunctions, adverbs and prepositions to express time and cause</li> <li>using a wider range of fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech with more punctuation</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>		<ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Commas to mark clauses</li> <li>Key spellings (see transcription)</li> </ul>
<p><b>Y5</b></p>	<p>Spelling:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p>Handwriting: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Range of cohesive devices within and between paragraphs (conjunctions, adverbials, prepositions, pronouns)</li> <li>Modal verbs and adverbs to show possibility</li> <li>Relative clauses</li> <li>Embedded clauses</li> <li>Parenthesis</li> <li>Variety of sentence openers – to include subordinate openers</li> <li>Different sentence types (Alan Peat progression)</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Grammatically accurate</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Apostrophes for contraction</li> <li>Commas in a list</li> <li>Apostrophes for possession</li> <li>Inverted commas and other speech punctuation</li> <li>Commas after fronted adverbials</li> <li>Commas to mark clauses and to clarify meaning</li> <li>Brackets, dashes and commas to mark parenthesis</li> </ul>

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	<ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<p>text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>		
<p><b>Y6</b></p>	<p>Spelling:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul> <p>Handwriting: write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>learning the grammar for years 5 and 6 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2</p>	<ul style="list-style-type: none"> <li>Range of cohesive devices – to include conjunctions, adverbials, pronouns and synonyms</li> <li>Range of verb tenses (including passive form and subjunctive form where appropriate)</li> <li>Multi-clause sentences and a range of sentence structures</li> <li>Passive voice</li> <li>Variety of sentence openers – to include ISPACED</li> <li>Different sentence types (Alan Peat progression)</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Grammatically accurate</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Apostrophes for contraction</li> <li>Commas in a list</li> <li>Apostrophes for possession</li> <li>Inverted commas and other speech punctuation</li> <li>Commas after fronted adverbials, to mark clauses and to clarify meaning</li> <li>Punctuation for parenthesis</li> <li>Colons to introduce a list</li> <li>Semi-colons to separate items in a list</li> <li>Colons and semi-colons to separate clauses</li> </ul>

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	<ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>accurately and appropriately in discussing their writing and reading</p>		<ul style="list-style-type: none"> <li>Hyphens</li> </ul>
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