



## Preston Candover Primary School Writing Curriculum

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Spellings</b>	<p><u>ELG statements</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Words containing each of the 40+ phonemes 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><u>NC statements</u></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>Learning to spell common exception words</p> <p>Distinguishing between homophones and near-homophones</p>	<p><u>NC statements</u></p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p>		<p><u>NC statements</u></p> <p>Spell some words with 'silent' letters</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>	
<b>Prefixes and suffixes and other spelling strategies</b>		<p>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>Learning the possessive apostrophe (singular)</p> <p>Learning to spell more words with contracted forms</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	

		<p>Using the prefix unto change meaning of adjectives/adverbs</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</p>	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules</p>	<p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	
<b>Transcription</b>	<p>Write simple phrases and sentences that can be read by others</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>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>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
<b>Handwriting/ Presentation</b>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are</p>	<p>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.</p> <p>Leaving spaces between words.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task</p>

	correctly formed.	Form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these	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.		
<b>Writing contexts</b>	Labels and captions  Simple sentences  Writing from own experiences	Writing from own experiences  Writing narratives - fictional  Writing about real events  Writing poetry  Writing for different purposes	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	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
<b>Planning writing</b>	Write simple sentences which can be read by themselves and others	Say out loud what they are going to write about  Composing a sentence orally before writing it.	Plan or say out loud what they are going to write about.  Write ideas and/or key words including new vocabulary	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

<p><b>Drafting writing</b></p>	<p>Sequencing words into a simple sentence</p>	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Encapsulating what they want to say, sentence by sentence</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organising paragraphs around a theme In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices (headings &amp; subheadings)</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Précis longer passages In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using further organisational and presentational devices to structure text and to guide the reader (bullet points, headings, underlining)</p>
<p><b>Editing writing</b></p>	<p>Discuss what they have written with the teacher</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Make additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>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 Proof read to check for errors in spelling, grammar and punctuation (with support)</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof read for spelling and punctuation errors</p>

<b>Performing writing</b>	Read their writing aloud clearly enough to be heard by their teacher.	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.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		
<b>Vocabulary</b>		Joining words and joining clauses using "and"	Using 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	Use a thesaurus to enrich vocabulary choices.  Use expanded noun phrases to convey complicated information concisely.  Using modal verbs or adverbs to indicate degrees of possibility		
<b>Terminology</b>	<ul style="list-style-type: none"> <li>• grapheme</li> <li>• phoneme</li> <li>• digraph</li> <li>• trigraph</li> <li>• letter</li> <li>• word</li> <li>• sentence</li> </ul>	<ul style="list-style-type: none"> <li>• capital letter</li> <li>• singular</li> <li>• plural</li> <li>• sentence</li> <li>• punctuation mark</li> <li>• full stop</li> <li>• question mark</li> <li>• exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• noun</li> <li>• noun phrase</li> <li>• conjunction</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• compound</li> <li>• suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past and present)</li> <li>• apostrophe</li> <li>• comma</li> </ul>	<ul style="list-style-type: none"> <li>• preposition</li> <li>• subordinate conjunction</li> <li>• coordinating conjunction</li> <li>• word family</li> <li>• prefix</li> <li>• clause</li> <li>• subordinate clause</li> <li>• direct speech</li> <li>• inverted commas</li> <li>• consonant</li> <li>• vowel</li> </ul>	<ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun</li> <li>• possessive pronoun</li> <li>• adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• modal verb</li> <li>• relative pronoun</li> <li>• relative clause</li> <li>• parenthesis, bracket, dash</li> <li>• cohesion</li> <li>• ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• subject</li> <li>• object</li> <li>• active</li> <li>• passive</li> <li>• synonym</li> <li>• antonym</li> <li>• ellipsis</li> <li>• hyphen</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> </ul>
<b>Grammar</b>	Write simple sentences which can be read by themselves and others	To combine words to make sentences, including using 'and'  Demarcation (. ! ?)	To combine words to make sentences, including using 'and'  Demarcation (. ! ?) capital letters for	Using the present perfect form of verbs in contrast to the past tense.  Form nouns using prefixes (super-, anti-).	Using fronted adverbials.  Difference between plural and possessive –s Use standard English verb inflections (I did vs	Using the perfect form of verbs to mark relationships of time and cause  Using relative clauses beginning with who, which, where, when,	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the

		capital letters for names and pronoun 'I')	names and pronoun 'I')	Use the correct form of 'a' or 'an'.  Understand word families based on common words (solve, solution, dissolve, insoluble	I done).  Use extended noun phrases, including with prepositions  Use appropriate choice of pronoun or noun to create cohesion	whose, that or with an implied relative pronoun.  Converting nouns or adjectives into verbs/ verb prefixes.  Using devices to build cohesion, including adverbials of time, place and number	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.  Use further cohesive devices such as grammatical connections and adverbials.  Use of ellipsis
<b>Grammar terminology</b>	Letter, word, sentence	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
<b>Punctuation</b>	Begin to separate words with spaces	Separation of words with spaces	Use of capital letters, full stops, question marks and exclamation marks	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to	Brackets, dashes or commas to indicate parenthesis.	Use of semi-colon, colon and dash to mark the boundary

		<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letter for names and the personal pronoun I</p>	<p>to demarcate sentences</p> <p>Commas to separate items in a list and apostrophes for contracted forms and the possessive singular</p>		<p>indicate direct speech.</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials.</p>	<p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>between independent clauses</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists.</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p>
<b>Sentence structure</b>	Write simple sentences which can be read by themselves and others	<p>Combine words to make sentences</p> <p>Joining words and sentences using 'and'</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases to describe and specify e.g. the blue butterfly</p> <p>How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command</p>	Express the time, place and cause using <b>conjunctions</b> (e.g. so, when, before, after, while because), <b>adverbs</b> (e.g. then, next, soon, therefore) or <b>prepositions</b> (e.g. before, after, during, in, between)	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news)</p>	<p>Relative clauses beginning with who, which, where, why, whose, that</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>Use the passive voice to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech)</p>

<p><b>Text structure</b></p>	<p>Write simple sentences which can be read by themselves and others</p>	<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play)</p>	<p>Use paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and to avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, first)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense choice (e.g. he had seen her before)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word of phrase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis</p> <p>Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text</p>
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