

West Winch Primary School Writing Curriculum Map

RECEPTION

ELG Knowledge

- 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.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

YEAR 1

ORGANISATION Knowledge

- produce writing that can be read by others without the pupil's help
- write more than one sentence about an idea
- say out loud what they are going to write
- **say a sentence and then write it**
- re-read what they have written to check it makes sense
- **use a simple structure in their writing, e.g. beginning, middle and end**

PURPOSE Knowledge

- use a number of features of different text types.
- choose sensible words to write their ideas or information
- read their writing back to an adult confidently
- discuss what they have written with others

VOCABULARY Knowledge

- make appropriate topic/subject matter vocabulary choices.
- use adjectives to describe.

GRAMMAR Knowledge

- use capital letters for names of people, places, the days of the week and the personal pronoun 'I'
- **begin to punctuate sentences using a capital letter and a full stop**
- **begin to punctuate sentences using a question mark or exclamation mark**
- **join words and clauses using 'and'**
- **leave spaces between words**
- know the grammar for Y1 in English Appendix 2
- use the grammatical terminology from English Appendix 2 when they talk about their writing

HANDWRITING Knowledge

- 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 practise these

SPELLING Knowledge

- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

	• spell the days of the week • spell most of the 100 high frequency words and the common exception words for Year 1 • spell words using the phonemes that they know • use the prefix un- (where no change of the root word is needed) • use the suffixes -ing, -ed, -er and -est (where no change of the root word is needed) • add the suffixes -ed, -ing, -er, -est, -ly, -y to root words as well as -es and -s for plurals and third person singular • apply simple spelling rules and guidance as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher using taught GPCs and exception words
YEAR 2	
Year 2 Writing: Working <u>towards</u> the expected standard...	
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: • demarcating some sentences with capital letters and full stops • segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly • spelling some common exception words* • forming lower-case letters in the correct direction, starting and finishing in the right place • forming lower-case letters of the correct size relative to one another in some of the writing • using spacing between words. Teachers should refer to the spelling appendix (Year 1 and Year 2) of the national curriculum programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell.	
Year 2 Writing: Working at <u>greater depth</u> within the expected standard...	
The pupil can write for different purposes, after discussion with the teacher: • using the full range of punctuation taught at Key Stage 1 mostly correctly • spelling most common exception words* • spelling most words with contracted forms* • adding suffixes to spell most words correctly in their writing, e.g. <i>-ment, -ness, -ful, -less, -ly</i>* • using the diagonal and horizontal strokes needed to join letters in most of their writing. Teachers should refer to the spelling appendix (Year 1 and Year 2) of the national curriculum programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell.	
ORGANISATION	• begin using an appropriate opening and ending • match the layout of their writing to what they are writing

Knowledge	• use co-ordinating connectives (or, and, but) and connectives that signal time e.g. then, after, before • use subordinating connectives (when, if, that or, because) to link ideas logically • say out loud what they are about to write about • write down ideas and key words in plans • evaluate their work with the teacher and other pupils • reread their writing to check that it makes sense, including verbs • proof read to check for errors
PURPOSE Knowledge	• understand who their writing is for (their intended audience) • begin to use appropriate language across different types of writing e.g. story language, non-fiction • think about the different styles needed for different types of writing • write narratives about personal experiences, both real and fiction. • write about real events • write poetry • write for different purposes • read aloud what they have written with appropriate intonation
VOCABULARY Knowledge	• use interesting adjectives to describe people, objects and setting • use some expanded noun phrases to describe and specify • use interesting adverbs to describe actions • show evidence of using simple similes
GRAMMAR Knowledge	• often write clear sentences that make sense. • use full stops and capital letters most of the time with some use of ! and ? • use sentences with different forms in their writing (statements, questions, exclamations and commands) • use commas correctly in a list • use apostrophes for contracted forms and the possessive (singular) form • mostly use the past and present tense correctly and consistently
HANDWRITING Knowledge	• form lower-case letters of the correct size, relative to one another • use some of the diagonal and horizontal strokes needed to join letters • understand which letters need to be joined in their writing • write capital and lower case letters of the correct size, orientation and relationship to one another • use spacing between words that reflects the size of letters
SPELLING Knowledge	• segment spoken words into phonemes and represent these as graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling • spell most of the common exception words • spell some words with contractions (it's, can't, won't they're etc.) • add suffixes to spell longer words e.g. -ment, -ful, -less, -ly • apply simple spelling rules and guidance as listed in English Appendix 1 • use the possessive apostrophe for a singular person – e.g. the girl's book

	- spell the first 11 sets of homophones/near homophones (e.g. there/their/they're) - write simple sentences dictated by the teacher
YEAR 3	
ORGANISATION Knowledge	- group similar information together in paragraphs in non-fiction writing, using headings if necessary - use paragraphing in narrative for a new location in a story - plan writing by discussing the similarities in structure, vocabulary and structure with other texts - discuss and record ideas when planning - read aloud their own writing to a group using appropriate intonation for clarity
PURPOSE Knowledge	- produce stories that have well defined settings, characters and plots - include details to add an element of humour, surprise or suspense - show evidence of viewpoint in their writing - assess the effectiveness of their own and others work and suggest improvements
VOCABULARY Knowledge	- use detail to clarify information - modify nouns by one or more precise adjectives – e.g. 'a loud wailing sound' - use vocabulary that is interesting and appropriate - compose and rehearse sentences orally to build vocabulary and sentence structure
GRAMMAR Knowledge	- use a wider range of conjunctions e.g. when, if, because, although, however - write in complex sentences to clarify relationships in time and cause e.g. meanwhile, during, while, until and following - proof-read for errors - use inverted commas to punctuate direct speech - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - use the correct form of 'a' or 'an' - suggest some changes to improve the consistency of their writing
HANDWRITING Knowledge	- use the diagonal and horizontal strokes that are needed to join letters - understand which letters, when adjacent to one another, are best left un-joined - ensure their handwriting shows increasing legibility, consistency and quality
SPELLING Knowledge	- spell the next 11 sets of homophones/near homophones (e.g. accept/except) - use the prefixes dis-, mis-, in-, and im- - spell words ending in -tion/ -sion/ -cian/ -ssion - ensure familiarity with words that are often misspelt - begin to use the possessive apostrophe correctly including regular and irregular plurals
YEAR 4	
ORGANISATION Knowledge	- group similar information together in paragraphs in non-fiction writing, using headings and subheadings if necessary - ensure paragraphs have relevant openings - use paragraphs in narrative for a change in action, setting and time

	• write a clear introduction for non-fiction, followed by logical points, drawing to a defined conclusion • plan their writing by discussing the similarities in structure, vocabulary and structure with other texts • discuss and record their ideas when planning • read aloud their own writing to a group using appropriate intonation for clarity
PURPOSE Knowledge	• ensure their stories contain vivid and interesting settings, characters and plots • ensure their writing suggests insights into character development through describing how characters look, react, talk, or behave, rather than by telling the reader • consider the needs of the reader and provides background information in my writing • use some of the ‘tricks of the trade’ for a given style to ensure that the style of writing is evident • assess the effectiveness of their own and others work and suggest improvements
VOCABULARY Knowledge	• choose words and phrases that engage the reader and support the purpose – these may still be ‘well known’ to the writer from other examples, or class lists, etc • include details to add interest, to persuade or to direct (imperative verbs) • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • compose and rehearse sentences orally to build vocabulary and sentence structure
GRAMMAR Knowledge	• write in Standard English forms for verb inflections (e.g. we were instead of we was) • use and punctuate direct speech, including punctuation within and surrounding the inverted commas • use commas after fronted adverbials • understand the difference between the plural and possessive -s • use the present perfect form of verbs in contrast to the present tense • proof-read for errors • suggest some changes to improve the consistency of their writing
HANDWRITING Knowledge	• use the diagonal and horizontal strokes that are needed to join letters • understand which letters, when adjacent to one another, are best left un-joined • ensure their handwriting shows increasing legibility, consistency and quality
SPELLING Knowledge	• spell all of the Year 3 & Year 4 word list • use the possessive apostrophe correctly in all situations, including regular and irregular plurals • use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto- • use the suffixes -ly, -ation, -ous • spell words that are often misspelt • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • spell all the sets of homophones/near homophones (in Appendix 1)
YEAR 5	
ORGANISATION Knowledge	• use paragraphs to organise and structure. • use further organisational and presentational devices in non-narrative to structure text and guide the reader, e.g. headings, bullet points, underlining.

	• select the appropriate formal language for their writing, using similar writing as a model • use further presentational devices to structure text and guide the reader
PURPOSE Knowledge	• include some significant interaction between characters through action, description, and characters' responses. • develop characters through the story to help move the story forward • develop characterisation in their writing, through direct and reported speech • use the setting effectively in their writing to create mood • write in a given style successfully, referring to the 'tricks of the trade' • identify the audience and purpose for writing • assess the effectiveness of own and others' work and suggest improvements
VOCABULARY Knowledge	• use thoughtful vocabulary choices – using a thesaurus to extend the range of words used • use expanded noun phrases to convey complicated information concisely. • choose words for deliberate effect • use expanded noun phrases • use modal verbs or adverbs to indicate possibility
GRAMMAR Knowledge...	• ensure the consistent and correct use of tense throughout a piece of writing • proof-read for spelling and punctuation errors • use a colon to introduce a list • use brackets, commas or dashes to indicate parenthesis • use a wide range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials of time and number, tense choices. • use relative clauses beginning with: who, which, where, when, whose and that • change vocabulary, grammar and punctuation to enhance effect and clarify meaning • ensure the correct use of the subject/verb agreement • use commas to clarify meaning
HANDWRITING Knowledge	• choose which shape of a letter to use when given choices and make a decision about whether or not to join specific letters • ensure their handwriting shows increasing legibility, consistency and quality
SPELLING Knowledge	• spell words with silent letters • spell words with the endings –cious and –tious • know how to use the 'i before e' rule following a c • distinguish between homophones and other words that are often confused • use a thesaurus • spell words from the Year 5/6 spelling list.

YEAR 6

Year 6 Writing: Working towards the expected standard...

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly (Years 3 and 4)
- spelling some words correctly (Years 5 and 6)
- produce legible joined handwriting.

Year 6 Writing: Working at greater depth within the expected standard...

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

ORGANISATION Knowledge

- ensure that paragraphs in non-fiction writing will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more points, the use of examples and connectives to guide the reader
- make links between paragraphs in non-fiction writing (e.g. using conjunctions, adverbials, pronouns or dialogue)
- use references at start of a story to signal a change at the end of the story

PURPOSE Knowledge

- write to suit the audience and purpose
- create atmosphere and integrate dialogue in writing to convey character and advance the action
- use a range of cohesive devices (including adverbials) within and across sentences and paragraphs
- use the setting and weather as a 'sympathetic background' to the characters situations
- use stylistic devices to create effects in writing.
- add well-chosen detail to interest the reader.
- ensure their writing is well paced
- ensure their writing is well constructed and shows a secure grasp of the chosen genre
- draw on reading at research to develop ideas
- develop characters and setting by considering how other writers have done this
- assess the effectiveness of own and others work and suggest improvements

VOCABULARY Knowledge

- make assertive use of the characteristic language of the chosen text type
- recognise how changing the word choice can change the meaning of the writing
- use vocabulary that is varied, imaginative and that reflects the appropriate level of formality, including the use of technical and specific words

GRAMMAR Knowledge	• use a wide range of advanced punctuation (including inverted commas, commas for clarity, punctuation for parenthesis, semi colons, dashes, colons and hyphens) • use passive and modal verbs to affect the presentation of information in a sentence • use a range of clause structures, sometimes varying their position within the sentence • use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision • extend the range of structures that are appropriate for the style of writing, including subjunctive forms (e.g. <i>I suggest that he study</i>) • use relative clauses • write sentences that are grammatically accurate. • use expanded noun phrases to convey complicated information • start a sentence in different ways • use correct tense throughout their writing • proof-read for spelling and punctuation errors • change vocabulary, grammar and punctuation to enhance effect and clarify meaning • use the perfect form of verbs • punctuate bullet points consistently
HANDWRITING Knowledge	• choose the writing implement that is best suited for a task • write neatly, fluently and legibly (e.g. ascenders and descenders are parallel) • choose the style of handwriting that is best suited for a task. • maintain legibility, fluency and speed in handwriting, through choosing whether or not to join specific letters
SPELLING Knowledge	• spell most of the Year 5 & 6 word list correctly • apply spelling rules for suffixes and prefixes • spell words with silent letters • distinguish between homophones and other words which are often confused • spell words with the endings –ible and -able • spell words with the endings –ance and -ence • spell words with the endings –cial and –tial • use a dictionary and a thesaurus