



English – Writing Overview

OVERARCHING AIMS:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; be able to elaborate and explain understanding and ideas clearly
- Be confident in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

SPOKEN LANGUAGE

The national curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	Writing – transcription: Spelling	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes taught (including consonant & vowel digraphs and adjacent consonants) • The process of segmenting • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 		<ul style="list-style-type: none"> • 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 	
		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 a thesaurus 		
Other word building spelling							

Transcription		<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	
Contexts for writing	Writing - composition		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	
Drafting writing		<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Vocabulary, grammar & punctuation			<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

Grammar (edited to reflect content in Appendix 2)		<p>WORD</p> <ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs <p>SENTENCE</p> <ul style="list-style-type: none"> to combine words to make sentences, including using and <p>TEXT</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<p>WORD</p> <ul style="list-style-type: none"> formation of nouns using suffixes (-er, -ness) and by compounding e.g. superman, whiteboard <ul style="list-style-type: none"> formation of adjectives using suffixes -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly to turn adjectives into adverbs <p>SENTENCE</p> <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases for description sentences with different forms: statement, question, exclamation, command <p>TEXT</p> <ul style="list-style-type: none"> the present and past tenses correctly and consistently including the progressive form of verbs 	<p>WORD</p> <ul style="list-style-type: none"> form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) <p>SENTENCE</p> <ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause (and place) <p>TEXT</p> <ul style="list-style-type: none"> Introduction to paragraphs to group related material using the present perfect form of verbs in contrast to the past tense Headings and sub-headings 	<p>WORD</p> <ul style="list-style-type: none"> difference between plural and possessive -s Standard English verb inflections (I did vs I done) <p>SENTENCE</p> <ul style="list-style-type: none"> extended noun phrases, including addition of modifying adjectives, nouns and with prepositions using fronted adverbials <p>TEXT</p> <ul style="list-style-type: none"> appropriate choice of pronoun or noun to create cohesion Use of paragraphs to organise ideas around a theme 	<p>WORD</p> <ul style="list-style-type: none"> converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) verb prefixes (dis-, de-, mis-, over-, re-) <p>SENTENCE</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using adverbs (perhaps, surely) or modal verbs (might, should, will, must) to indicate possibility <p>TEXT</p> <ul style="list-style-type: none"> linking ideas across paragraphs using adverbials of time (later), place (nearby), and number (secondly) or tense choices devices to build cohesion within a paragraph, including adverbials of time, place and number (then, after that, firstly) 	<p>WORD</p> <ul style="list-style-type: none"> differences in informal and formal language synonyms & antonyms and the relationships between them <p>SENTENCE</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>TEXT</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause further cohesive devices to link ideas across paragraphs such as repetition of a word or phrase, grammatical connections such as adverbials (on the other hand, in contrast) use of ellipsis Layout devices (headings, sub-headings, columns, bullets or tables)
Punctuation (edited to reflect content in Appendix 2)		<ul style="list-style-type: none"> separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentence demarcation (.!?) commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity (e.g. man-eating, re-cover) using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
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 tense (past, present), suffix, adverb, apostrophe, comma	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