

Writing at St Swithun's Church of England VC Primary School

In year 1 children will learn to:

Writing - transcription
Spell:
<i>words containing each of the 40+ phonemes already taught</i>
<i>common exception words</i>
<i>the days of the week</i>
Name the letters of the alphabet:
<i>naming the letters of the alphabet in order</i>
<i>using letter names to distinguish between alternative spellings of the same sound</i>
Add prefixes and suffixes:
<i>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</i>
<i>using the prefix un-</i>
<i>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</i>
apply simple spelling rules and guidance, as listed in English appendix 1
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Writing - 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' (ie letters that are formed in similar ways) and to practise these
Writing - composition
Write sentences by:
<i>saying out loud what they are going to write about</i>
<i>composing a sentence orally before writing it</i>
<i>sequencing sentences to form short narratives</i>
<i>re-reading what they have written to check that it makes sense</i>
discuss what they have written with the teacher or other pupils
read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

leaving spaces between words

joining words and joining clauses using 'and'

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 the grammar for year 1 in English appendix 2

use the grammatical terminology in English English appendix 2 in discussing their writing

In year 2 children will learn to:

Writing - transcription

Spell:

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

Name the letters of the alphabet:

naming the letters of the alphabet in order

using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

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In years 3 and 4 children will learn to:

Writing - Transcription
Use further prefixes and suffixes and understand how to add them (English Appendix 1)
Spell further homophones
Spell words that are often misspelt (English Appendix 1)
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
Use the first two or three letters of a word to check its spelling in a dictionary
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - Composition
Plan their writing by:
<i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i>
<i>discussing and recording ideas</i>
Draft and write by:
<i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i>
<i>organising paragraphs around a theme</i>
<i>in narratives, creating settings, characters and plot</i>
<i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i>
Evaluate and edit by:
<i>assessing the effectiveness of their own and others' writing and suggesting improvements</i>
<i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>

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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.

Writing - Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials

learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

using commas after fronted adverbials

indicating possession by using the possessive apostrophe with plural nouns

using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

In years 5 and 6 children will learn to:

Writing - Transcription

Use further prefixes and suffixes and understand the guidance for adding them.

Spell some words with 'silent' letters [for example, knight, psalm, solemn].

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 English Appendix 1

Use dictionaries to check the spelling and meaning of words.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Writing - Handwriting and Presentation

Write legibly, fluently and with increasing speed by:

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.

Writing - Composition

Plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

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

precising longer passages

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

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 [for example, headings, bullet points, underlining].

Evaluate and edit by:

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.

Proof-read for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing - Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

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

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

using semi-colons, colons or dashes to mark boundaries between independent clauses

using a colon to introduce a list

punctuating bullet points consistently.

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.