

Intent

- To foster a love of writing.
- To be equipped with a range of tools and strategies for writing.
- To be able given opportunities to write for different purposes.
- To be given the opportunities to express themselves through writing.

	Curriculum	Knowledge	Skills	Vocabulary
F1	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • To know that they can create print, e.g. patterns on a page using different mediums, early letter formation. • To know that print ascribes meaning. • To know that print can be used for different purposes, e.g. shopping list, party invitation. • To know that different shapes make up different letters. • To know what letters make up their name. • To know how the correct letter formation of the letters in their name. <p>Children are only required to be able to form the letters of their names and perhaps a few more letters in addition to this. The focus should be on building gross motor and fine motor muscles in the children.</p> <p>Children should be provided opportunities to mark make, e.g. clipboards in provision, chalks outside. Children should be exposed to a range of mark making materials, e.g. felt tips, pencils, crayons. They should also be provided with a range of materials to mark make on.</p>	<ul style="list-style-type: none"> • To be able to hold and control equipment, e.g. pens, scissors, cutlery, paintbrushes. • To be able to move their body and individual body parts in different directions: up, down, round, forward, back. (children should know what this vocabulary means and should be able to use it) • To be able to make different big and small movements with their body. • To be able to create print using different directions: up, down, round, forward, back. • To be able form the letters in their name. • To be able to write the letters in their name in the correct order. • To be able to form some letters accurately. 	<p>Up Down Round Forward Back Letters Patterns Shapes Print Name</p>
F2	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • To know that there are lowercase and uppercase letters. • To know what lowercase and capital letters look like. • To know how to form lowercase and capital letters accurately. • To know that some words are made up by different sounds. • To know that some words cannot be sounded out. (common exception words) • To know that sentences are a string of words that start with a capital letter, finish with a full stop and make sense together. 	<ul style="list-style-type: none"> • To be able to hold a pencil correctly. • To be able to sit at a table using the correct posture: straight back, feet flat on the floor. • To be able to form lower case and capital letters accurately. • To be able to identify the sounds in words. (Set 1 sounds) • To be able to write some common exception words. (3 or more in one piece by the end of the year) 	<p>Lowercase Capital letter Word Sentence Sound/phoneme Letter/grapheme Full stop Common exception word</p>

	Curriculum	Knowledge	Skills	Vocabulary
			<ul style="list-style-type: none"> • To be able to write the corresponding letter (grapheme) for the sounds in the words. • To be able to write a string of words (short simple sentence/caption) that make sense. • To be able to start a sentence with a capital letter and end it with a full stop. 	
Year 1	<p>National curriculum objectives composition Write sentences by:</p> <ul style="list-style-type: none"> •saying out loud what they are going to write about •composing a sentence orally before writing it •sequencing sentences to form short narratives •re-reading what they have written to check that it makes sense •discuss what they have written with the teacher or other pupils •read aloud their writing clearly enough to be heard by their peers and the teacher. <p>National curriculum objectives transcription Spell:</p> <ul style="list-style-type: none"> •words containing each of the 40+ phonemes already taught •common exception words •the days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> •naming the letters of the alphabet in order •using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <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 [for example, helping, helped, helper, eating, quicker, quickest] •write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Composition</p> <ul style="list-style-type: none"> • To know that sentences need to make sense. • To know that sentences can be put together to form a narrative. • To know that different punctuation has different purposes. (full stop, exclamation mark, question mark) • To know how to use conjunctions. ('and' to join 2 clauses together, 'because' to extend sentences and add more information) <p>Transcription Spell</p> <ul style="list-style-type: none"> • To know grapheme phoneme correspondances for Set 1 and Set 2 sounds. • To know the letters that make up common exception words. (30+ by the end of the year) • To know the letters that make up the days of the week. <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> • To know the letter names of the alphabet. <p>Add prefixes and suffixes</p> <ul style="list-style-type: none"> • To know what a plural is. • To know that -s or -es needs to be used to turn a word into a plural, or third person singular. • To understand when -s or -es needs to be used. (-es is used after s, ch, sh, x, z) • To know that there are different tenses. • To know that suffixes can be added to words to change the tense or meaning of the word: -ing, -ed, -er, -est. • To know that the prefix un- can be used to give an opposite meaning to an adjective or adverb. • To know what an adjective is. • To know what a noun is. • To know what a verb is. • To know what a conjunction is. (and, because) 	<p>Composition</p> <ul style="list-style-type: none"> • To be able to say a sentence out loud before writing. • To be able to count the words in the sentence before writing. • To be able to reread what they have written to ensure that it makes sense. • To be able to discuss what they have written with another (teacher or peer). • To be able to write a series of sentences which make sense when sequenced together. • To be able to use a full stop, exclamation mark and question mark accurately. N.B. question marks can be evidenced using stand alone lessons. • To be able to use conjunctions to extend their sentences. (and, because) <p>Transcription Spell</p> <ul style="list-style-type: none"> • To be able to segment words to spell them. • To be able to spell common exception words. • To be able to spell the days of the week. <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> • To be able to say the alphabet. • To be able to use letter names to talk about alternative graphemes for spelling. (Set 2) <p>Add prefixes and suffixes</p> <ul style="list-style-type: none"> • To be able to add -s or -es to words accurately. • To be able to use the prefix un-. • To use -ing when something is happening now or will happen. • To use -ed for the past tense. • To use adjectives to describe. 	<p>Narrative Punctuation Full stop Exclamation mark Question mark Grapheme Phoneme Alphabet Plural Singular Suffix Tense Past tense Present tense Future tense Prefix Noun Adjective Verb Conjunction</p>

			<ul style="list-style-type: none"> • To be able to use -er or -est when something is more or the most. • To be able to write dictated sentences, using a capital letter, finger spaces and a full stop. • To be able to 	
Year 2	<p><u>National curriculum objectives composition</u> Develop positive attitudes towards and stamina for writing by:</p> <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 <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear <p><u>National curriculum objectives transcription</u> Spell by:</p> <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 one or more spellings are already known, and learn some words with each spelling, including a few common homophones 	<p><u>Composition</u> Develop positive attitudes towards and stamina for writing</p> <ul style="list-style-type: none"> • To know what fiction and non fiction is. • To know that there are different text types, e.g. letter, story, non chronological report, poetry, diary. • To know the different text types that can be fiction. • To know the different text types that can be non-fiction. • To know the different features of different text types. • To know that writing can be used for different purposes. • To know the different sentence types. (question, statement, exclamation, command) • To understand the features of the different sentence types. • To understand co-ordinating conjunctions. (or/and/but) • To understand subordinating conjunctions. (when / if / that / because) <p>Consider what they are going to write before beginning</p> <ul style="list-style-type: none"> • To know the strategies that can be used to plan writing, e.g. story map, boxing up. <p>Make simple additions, revision and corrections to their own writing</p> <ul style="list-style-type: none"> • To know that writing can be evaluated to improve it. (self evaluation, peer evaluation or with a teacher) • To know that their writing needs to make sense. • To understand that the same tense must be kept throughout a piece of writing. • To know that they need to re-read their work to check for accurate use of spelling, punctuation and grammar. • To understand that reading their writing aloud will help them to check for sense. <p><u>Transcription</u></p> <ul style="list-style-type: none"> • to understand that words can sound the same, but are spelt differently and have different meanings. (homophones) 	<p><u>Develop positive attitudes towards and stamina for writing</u></p> <ul style="list-style-type: none"> • To be able to recognise the different text types. • To be able to recognise the features of different text types. • To be able to write different text types using correct features and appropriate vocabulary. • To be able to write for different purposes. • To be able to use the different sentence types, using the different features correctly. • To be able to use co-ordinating conjunctions correctly. • To be able to use subordinating conjunctions correctly. <p>Consider what they are going to write before beginning</p> <ul style="list-style-type: none"> • To be able to use different strategies to plan what they are going to write. • To include ideas in their vocabulary. • To include key vocabulary in their plans. • To be able to turn their ideas into writing using a plan. <p>Make simple additions, revision and corrections to their own writing</p> <ul style="list-style-type: none"> • To be able to reread/proofread their writing and self check for mistakes in punctuation, spelling or grammar. (dictionaries and thesauruses can be used) • To be able to reread their writing to check for sense. • To be able to suggest improvements that could be made to their own or peer's writing. • To be able to read their writing aloud to check for sense. 	

<ul style="list-style-type: none"> •learning to spell common exception words •learning to spell more words with contracted forms •learning the possessive apostrophe (singular) [for example, the girl's book] •distinguishing between homophones and near-homophones •add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly •apply 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, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • To know common exception words. • To understand that words can be contracted. 	<p><u>Transcription</u></p> <ul style="list-style-type: none"> • To be able to differentiate between different homophones and use them correctly. • To be able to contract words. • To be able to use suffixes to spell longer words. 	
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