

Subject: ENGLISH	WRITING
Year: Year 1	

Attitudes	Key Skills	Strategies	Evidence
<p>To be:</p> <ul style="list-style-type: none"> • Creative and imaginative • Adventurous (e.g. with form, or vocabulary) • Independent and resourceful • Confidence to articulate and communicate their ideas effectively. 	<p>HANDWRITING</p> <ul style="list-style-type: none"> • Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> • Discrete phonics teaching in ability groups. • Discrete handwriting teaching using Pen Pals programme – understand which letters belong to which handwriting families (e.g. curly caterpillars) • Explicit teaching of spelling and grammar in the context of real writing. • Exploration of texts as a model. • Teacher led modelling of writing (Shared Writing) • Apply learning of explicit skills in authentic writing opportunities (inc Big Write, cross-curricular writing). <p><i>See Guidance for Teachers for full list of suggested strategies</i></p>	<ul style="list-style-type: none"> • Pupils sit correctly, hold pencil comfortably and use correct letter formation. • National phonic screening assessments • Planned summative and ad hoc spelling assessments: using phonic phase and common exception word lists. • Personal Word Log as a record of words learnt from personal lists and class word lists. • Throughout the year, across the curriculum, each child to begin to produce several pieces for assessment for a range of different cross curricular purposes (e.g. recount, poetry, narrative)
	<p>COMPOSITION</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense 		
	<p>SPELLING</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Name the letters of the alphabet in alphabet order • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		
	<p>GRAMMAR</p> <ul style="list-style-type: none"> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences 		

Subject:	ENGLISH	WRITING
Year:	Year 2	

Attitudes	Key Skills	Strategies	Evidence
<p>To be:</p> <ul style="list-style-type: none"> • Creative and imaginative • Adventurous (e.g. with form, or vocabulary) • Independent and resourceful • Confidence to articulate and communicate their ideas effectively • Positive attitude towards and stamina for writing 	<p>HANDWRITING</p> <ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 	<ul style="list-style-type: none"> • Discrete handwriting teaching using Pen Pals programme – understand which letters belong to which handwriting families (e.g. curly caterpillars) • Discrete phonics teaching in ability groups. • Explicit teaching of spelling and grammar in the context of real writing. • Exploration of texts as a model. • Teacher led modelling of writing (Shared Writing) • Apply learning of explicit skills in authentic writing opportunities (<i>inc Big Write, cross-curricular writing</i>). <p style="text-align: center;"><i>See Guidance for Teachers for full list of suggested strategies</i></p>	<ul style="list-style-type: none"> • Pupils sit correctly, hold pencil comfortably and use correct letter formation. • Throughout the year, across the curriculum, each child to produce several pieces for assessment for a range of different purposes (e.g. about personal experiences and those of others (real and fictional), poetry, narrative). • End of KS1 assessments – SATs • Pupils can read aloud what they have written with appropriate intonation to make the meaning clear. • National phonic screening assessments for those that did not meet standard in Yr 1. • Planned summative and ad hoc spelling assessments: using
	<p>COMPOSITION</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing for different purposes. • Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation 		
	<p>SPELLING</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>GRAMMAR</p> <ul style="list-style-type: none"> • Use of suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs. • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Correct choice and consistent use of present tense and past tense throughout writing. • Use of capital letters, full stops, question marks and 		

	<p>exclamation marks to demarcated sentences.</p> <ul style="list-style-type: none">• Commas to separate items in a list.• Apostrophes for contracted forms and the possessive singular.• Sentences with different forms: statement, question, exclamation, command.• Expanded noun phrases to describe and specify.		<p>phonic phase and common exception word lists.</p> <ul style="list-style-type: none">• Personal Word Log as a record of words learnt from personal lists and class word lists.• Throughout the year, across the curriculum, each child to produce several pieces for assessment from a range of different audiences and cross curricular purposes (e.g. about personal experiences and those of others (real and fictional), poetry, narrative).
--	---	--	---

Subject:	ENGLISH	WRITING
Phase:	LKS2	

Attitudes	Key Skills	Strategies	Evidence
<p>To be:</p> <ul style="list-style-type: none"> • Creative and imaginative • Innovative • Adventurous (e.g. with form, or vocabulary) • Independent and resourceful 	<p>VOCABULARY, PUNCTUATION AND GRAMMAR (YEAR 3)</p> <ul style="list-style-type: none"> • Use of the forms a or an according to whether the next word begins with a consonant or a vowel. • Expressing time, place and cause using conjunctions • Introduction to inverted commas to punctuate direct speech. • Headings and sub-headings to aid presentation. • Use of the present perfect form of verbs instead of the simple past <p>VOCABULARY, PUNCTUATION AND GRAMMAR (YEAR 4)</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes. • Indicating degrees of possibility using adverbs. • Devices to build cohesion within a paragraph. • Use of commas to clarify meaning or avoid ambiguity <p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> • organising paragraphs around a theme; in narratives, creating settings, characters and plot; <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • Explicit teaching of spelling and grammar. • Using texts as a model • Teacher led modelling of writing (Shared Writing) • Apply learning of explicit skills in authentic writing opportunities (<i>inc Big Write, cross-curricular writing, producing articles for school magazine</i>) <p>Explicit teaching of grammatical rules and terms in the context of real writing.</p> <p>SPELLING</p> <p>Continue with Letters and Sounds Programme as appropriate.</p> <ul style="list-style-type: none"> • graphophonic knowledge – <i>the sound / symbol relationship</i> • <i>Present children with sample words to illustrate learning intention</i> • <i>Practise hearing and saying the word – clap number of syllables; identify the phonemes; as well as...</i> • morphemic knowledge • etymological knowledge – (<i>eg Latin and Greek origins</i>) 	<p>Throughout the year, across the curriculum, each child to produce around 7 pieces for assessment - (<i>to include some with plan, draft, evaluation and edit</i>) to include a range of different purposes and audiences i.e.</p> <ul style="list-style-type: none"> • Recount • Procedure or instruction • Explanation • Narrative • Poetry • Argument & persuasion <ul style="list-style-type: none"> • Personal Word Log as a record of words learnt from personal lists and class word lists. • Summative Spelling Tests.

	<p>SPELLING</p> <ul style="list-style-type: none">• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far• Spell all words from NC word lists for Y3&4• Spell words with spelling patterns as described in NC statutory requirements for Y5&6, automatically, in their own writing.• To learn words from personal lists	<p><i>See Guidance for Teachers for full list of suggested strategies</i></p>	
--	---	--	--

Subject:	ENGLISH	WRITING
Phase:	UKS2	

Attitudes	Key Skills	Strategies	Evidence
<p>To be:</p> <ul style="list-style-type: none"> • Creative and imaginative • Innovative • Adventurous (e.g. with form, or vocabulary) • Independent and resourceful 	<p>VOCABULARY, PUNCTUATION AND GRAMMAR (YEAR 5)</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes. Indicating degrees of possibility using adverbs. • Devices to build cohesion within a paragraph. • Use of commas to clarify meaning or avoid ambiguity. <p>VOCABULARY, PUNCTUATION AND GRAMMAR (YEAR 6)</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • Use of the passive to affect the presentation of information in a sentence. • Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. • Use of the colon to introduce a list. • Punctuation of statements to list information. 	<ul style="list-style-type: none"> • Explicit teaching of spelling and grammar. • Using texts as a model • Teacher led modelling of writing (Shared Writing) • Apply learning of explicit skills in authentic writing opportunities (<i>inc Big Write, cross-curricular writing, producing articles for school magazine</i>) <p>Explicit teaching of grammatical rules and terms in the context of real writing.</p> <p>SPELLING Continue with Letters and Sounds Programme as appropriate.</p> <ul style="list-style-type: none"> • graphophonic knowledge – <i>the sound / symbol relationship</i> • <i>Present children with sample words to illustrate learning intention</i> • <i>Practise hearing and saying the word – clap number of syllables; identify the phonemes; as well as...</i> • morphemic knowledge • etymological knowledge – (<i>eg Latin and Greek origins</i>) <p><i>See Guidance for Teachers for full list of suggested</i></p>	<p>Throughout the year, across the curriculum, each child to produce around 7 pieces for assessment - (<i>to include some with plan, draft, evaluation and edit</i>) to include a range of different purposes and audiences i.e.</p> <ul style="list-style-type: none"> • Recount • Procedure or instruction • Explanation • Narrative • Poetry • Argument & persuasion <ul style="list-style-type: none"> • Personal Word Log as a record of words learnt from personal lists and class word lists. • Summative Spelling Tests.
	<p>COMPOSITION</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing; • selecting the appropriate form and using other similar writing <p>Draft and write by:</p> <ul style="list-style-type: none"> • describing settings, characters and atmosphere; • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining]. <p>Evaluate and edit by:</p>		

	<ul style="list-style-type: none">• ensuring the consistent and correct use of tense throughout a piece of writing;• Proof-read for spelling and punctuation errors	<i>strategies</i>	
	<p>SPELLING:</p> <ul style="list-style-type: none">• Use dictionaries to check the spelling and meaning of words.• Spell all words from NC word lists for Y3&4 and Y5&6• Spell words with spelling patterns as described in NC statutory requirements for Y5&6, automatically, in their own writing.• To learn words from <i>personal lists</i>		