English Curriculum

Writing

Autumn 1		
Year R: Creativity 'Learning to make marks'	**Year 1: Communication** 'Learning to write simple sentences that can be read by others'	**Year 2: Communication** 'Learning to use different types of sentences effectively'
Knowledge		
• Children need to know how their posture and their core muscle strength supports their writing development (Write Dance). • Children need to establish a dominant hand. • Children need to know what marks are. • Children need knowledge of things that they can use to make marks e.g. pens, pencils, paint brushes, fingers in sand, cotton buds etc. • Children need to know how to form shapes and patterns with their marks (to support letter formation) • Children need to know that marks can give meaning. • Children need to know how to develop marks to form the lower case letters: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f and l (linked to Little Wandle Progression using formation phrases). • Children need to know how to form the letters in their name. • Children need to know what and how they want to communicate (e.g. labels, lists, words).	• Children need to know the 26 letters of the alphabet, what sounds they usually make and be able to name them, in order. • Children need to know that letters belong in handwriting families, based on how they are formed. i,l, t,h,b, k • Children need to know what the 26 letters (lower case) of the alphabet look like and how to form them accurately (using our handwriting style linked to letter families). • Children need to know what capital letters are, what they look like, which lower case letters they correspond to and how to form them. • Children need to know what words are, that they are used to communicate meaning and that words can be broken down into sounds, represented by letters. • Children need to know that some graphemes are the same but make alternative sounds (revisiting). • Children need to know that some phonemes are spelt using alternative graphemes. • Children need to know that spaces, reflecting the size of their letters must be left between written words. • Children need to know what a sentence is (simple statement at this stage). • Children need to know that sentences being with capital letters. • Children need to know what the first person is and that we use a capital letter when writing 'I'. • Children need to know that sentences must end with an end mark (full stop at this stage) and that full stops give meaning when reading.	• Children need to know that sentences serve different purposes; a statement gives information and ends in a full stop and question needs an answer and ends in a question mark. • Children need to understand when exclamation marks are used and know how to recognise them. • Children need to know how to use exclamation marks effectively within their writing. • Children need to know that imperative verbs are used to form commands which give an instruction.
Using Knowledge as a Skill		
• Children will learn to hold a pencil, pen or paintbrush accurately and comfortably in their dominant hand. • Most children will learn to use the tripod grip. • Children will learn to make marks using different medium.	• Children will learn to sit correctly at a table and hold a pencil correctly and comfortably (revisiting from Year R). • Children will practise forming lower case letters accurately, starting and finishing in the correct place. • Children will learn to form capital letters accurately, ensuring that they are taller than lower-case letters. • Children will practise sequencing letters accurately to spell some words and make phonetically plausible attempts at others (revisiting from Year R). • Children will learn to write sentences, using spacing between words, accurately formed capital letters at the beginning and full stops at the end. • Children will practise verbalising and orally rehearsing sentences, re-read them to ensure they are accurate and give the intended meaning (think it, say it, write it, and check it).	• Children will revisit the importance of sentence boundaries and will practise punctuating sentences accurately. • Children will practise verbalising, orally constructing and writing a range of different sentences to serve different purposes.

Autumn 2		
Year R: Communication 'Learning to ascribe meanings to marks that they see and marks that they make'	**Year 1: Communication** 'Learning to sequence simple sentences'	**Year 2: Communication** 'Learning to use a range of coordination and subordination'
Knowledge		
• Children need to know that marks made by others can communicate meaning to them and the marks they make can give meaning to others. • Children need to know that we write from left to write. • Children need to know how to develop marks to form the lower case letters: j, b, w, x, y, z and q (linked to Little Wandle Progression using formation phrases). • Children need to know how to hear, identify and write initial, final and medial sounds. • Children need to know how to use segmenting fingers to count the phonemes before writing. • Children need to know how to segment to write CVC words (linked to Little Wandle Progression). • Children need to understand how adding an s ending communicates more than one. • Children need to know how to write words with s endings (e.g. duck – ducks, cup – cups, shell – shells).	• Children need to know what a sentence is and understand that they start with a capital letter (revisiting). • Children need to know that sentences must end in an end mark (full stop at this stage) (revisiting). • Children need to know that full stops give meaning when reading. • Children need to know what verbs are (yellow words) and must understand that sentences need a verb and need to give meaning. • Children need to know what nouns (people, place or thing) are (orange words). • Children need to know what proper nouns are (orange words) and understand that they need a capital letter (including days of the week – link with spellings). • Children need to know what adjectives (blue words) are. • Children need to know that sentences can be sequenced in order to provide pieces of writing to serve purposes. • Children need to understand that sentence boundaries are essential to writing being coherent and giving meaning. • Children need to know the importance of writing making sense, in order to give (communicate) the intended meaning.	• Children need to know that clauses are parts of a sentence (revisiting). • Children need to know that conjunctions join parts of a sentence and that they all have different meanings (revisiting). • Children need to know that a compound sentence joins two simple sentences together. • Children need to know that compound sentences are sentences using coordinating conjunctions (and, but, or, so) and that both clauses need to make sense on their own. • Children need to know that a complex sentence communicates more than one idea; the main clause is like a simple sentence and can stand on its own and the minor clause gives more detail about the simple sentence. • Children need to know that complex sentences use subordinating conjunctions (when, if, that and because) and that in complex sentences, one clause depends on the other, for meaning.
Using Knowledge as a Skill		
• Children will practise making marks using different medium, holding their pen or pencil accurately and comfortably in their dominant hand (revisiting). • Children will learn to interpret marks made by others and will learn to ascribe meaning to the marks that they make themselves, beginning to show accuracy and care.	• Children will practise writing coherent sentences, using spacing between words, capital letters accurately and a full stop at the end (revisiting). • Children will learn to re-read their sentences to ensure that they are accurate and that they give the intended meaning, ensuring that they only have one key idea (main clause) per sentence (at this stage). • Children will learn to discuss their writing with their teacher and other children. Their developing knowledge of sentence boundaries will help them to consolidate their understanding of the punctuation taught in autumn. • Children will also learn what adjectives (blue words) are, so they can improve their sentence composition by describing and specifying.	• Children will learn how and when to use each type of sentence and how they can be used effectively within their writing. • Children will learn to effectively plan pieces of writing and develop their stamina for writing: narratives, poetry, real events and for different purposes.
Spring 1		
Year R: Success 'Learning what words are, blending and segmenting'	**Year 1: Creativity** Learning how to use conjunctions and how to use a range of sentence structures effectively'	**Year 2: Creativity** Learning to use more adventurous vocabulary and expanded noun phrases for effect'
Knowledge		

• Children need to know what words are and understand that the flow of speech can be broken into individual words. • Children need to know that words give meaning, whether spoken or written. • Children need to know that graphemes represent phonemes and understand the difference between letters and sounds. • Children need to understand that phonemes need to be ordered accurately in order to make words that give meaning. • Children need to know the Phase 2 graphemes and begin to know the names of the 26 letters of the alphabet. • Children need to know what a digraph is (two letters that make one sound) and the letters (graphemes) that represent the phoneme (sound). • Children need to know how to write the digraphs using the correct graphemes ai, ee, oa, oo, oo, ar, or, ur, ow, oi, and er. • Children need to know that some graphemes are the same but make alternative sounds. • Children need to know what a trigraph is (three letters that make one sound) and the letters (graphemes) that represent the phoneme (sound/s). • Children need to know how to write the digraphs using the correct graphemes igh, ear and air. • Children need to know that some words are tricky and they will not be able to use segmenting fingers to spell them. • Children need to know how to use resources to help them write tricky words. • Children need to know that some words contain double letters, which are digraphs (bb, mm, tt, gg etc.). • Children need to know how to write words with double letters (e.g. bigger, letter, hammer, kitten, etc.) • Children need to know that some written words contain more than one syllable and can be chunked to support spelling. • Children need to know how to use the chunking method to spell words with more than one syllable. • Children need to know how to write longer words using the correct GPC's.	• Children need to know what verbs (yellow words) are (revisiting. • Children need to know what nouns (orange words) are (revisiting). • Children need to know what adjectives (blue words) are (revisiting). • Children need to know that 'and' can be used to join words, such as nouns, verbs and adjectives. • Children need to know what a simple sentence is (revisiting). • Children need to know that clauses are parts of a sentence. • Children need to know that conjunctions (pink words) join clauses and that they all have different meanings. • Children need to know that the conjunction 'and' is used to join two related clauses to add more information. • Children need to know that sentences can be sequenced to produce writing that serves purposes and that sentence boundaries are essential to writing being coherent (revisiting). • Children need to know the importance of writing making sense, in order to give the intended meaning (revisiting).	• Children need to know that nouns (orange words) are people, places or things (revisiting). • Children need to know that adjectives (blue words) are used to describe nouns (revisiting). • Children need to know what expanded noun phrases are and how to form them. • Children need to know how to add suffixes to spell longer words including –ment, -ness, -ful, -less and –ly. • Children need knowledge of some of the features of written Standard English. • Children need to know what commas are and how to form, position and use them to separate items in a list.
Using Knowledge as a Skill		
• Children will be beginning to use their knowledge to write labels, captions and lists for a purpose.	• Children will practise writing coherent compound sentences, using spacing between words, capital letters accurately and a full stop at the end (revisiting). • Children will practise verbalising and orally rehearsing compound sentences prior to writing them down. • Children will practise re-reading their sentences to ensure they are accurate and give (communicate) the intended meaning. • Children will practise discussing their writing with their teacher and peers.	• Children will learn how to use expanded noun phrases effectively. • Children will learn ways in which they can improve their vocabulary. • Children will learn to form commas and positon and use them accurately.
Spring 2		
Year R: Communication 'Learning to form clearly identifiable letters and use these to communicate meaning'	**Year 1: Creativity** 'Learning to use different sentence types effectively in order to serve the intended purpose'	**Year 2: Success** 'Learning to use apostrophes to spell contractions and to show singular possession in nouns'
Knowledge		

• Children need to know that the letters they write, represent sounds and have a knowledge of letters giving meaning. • Children need to know the letter names of the 26 letters of the alphabet and what sound they make (revisiting). • Children need to know that sounds must be accurately sequenced in order to create written words that communicate meaning (revisiting). • Children need to know how to form most lower case letters accurately. • Children need to know that some words contain two or more digraphs. • Children need to know that we use our segmenting fingers to spell words with two or more digraphs. • Children need to know that some words have an – ing ending. • Children need to know that some words are made of two words put together (e.g. lunchbox) • Children need to know that some words with a 's' grapheme in the middle make the /z/ sound (e.g. visit, poison). • Children need to know that when a word has an – es ending this can make the /z/ sound. • Children need to know how to use segmenting fingers to write words containing the sounds they have learned. • Children need to know that a caption is an explanation of a picture • Children need to know how to verbalise their explanation of a picture. • Children need to know that words are created with phonemes. • Children need to know that a caption or a phrase give meaning. • Children need to know how to write a caption or a phrase. • Children need to know that there needs to be a space between the words in a caption or phrase,	• Children need to know that sentences serve different purposes. • Children need to know that a statement gives information. • Children need to know that a question needs an answer. • Children need knowledge of question words and what they mean. • Children need to know what a question mark looks like and how to form it. • Children need to know that a question mark replaces a full stop as the end mark, when writing questions. • Children need to recognise exclamation marks. • Children need to understand when exclamation marks are used. • Children need to know how to use exclamation marks effectively within their writing. • Children need knowledge of a range of writing genres, forms and purposes.	• Children need to know what an apostrophe is, what it looks like and how it is positioned in relation to the line. • Children need to know that contractions are used in informal writing and speech. • Children need to know that an apostrophe in a contraction is used to show the omitted letter or letters. • Children need to know what a noun (orange word) is (revisiting). • Children need to know what singular means. • Children need to know that possession shows belonging/ownership. • Children need to know how to distinguish between homophones and near homophones.
Using Knowledge as a Skill		
• Children will practise ascribing meaning to the marks that they make (revisiting). • Children will practise forming the 26 letters of the alphabet in the right direction (lowercase pre-cursive letters). • Children will learn to sequence from left to right. • Children will learn how to sequence the letters needed in order to write their name and make phonetically plausible attempts at writing other things such as; labels and captions.	• Children will learn how to form a question mark. • Children will learn how to verbally construct and orally rehearse relevant questions. • Children will learn how to form an exclamation mark. • Children will learn to verbally construct and orally rehearse exclamations. • Children will learn to make informed decisions about how to use different sentence types effectively, depending on the purpose of their writing.	• Children will learn how to use apostrophes to spell words with contracted forms accurately. • Children will learn how to use apostrophes to show singular possession in nouns. • Children will learn to spell words with contracted forms.
Summer 1		
Year R: Success 'Learning to spell words by identifying phonemes and representing them with graphemes'	**Year 1: Success** 'Learning to write in the correct tense and learning spelling rules'	**Year 2: Success** 'Focus on editing and proofreading, and revisiting key knowledge, depending on the needs of individual pupils'
Knowledge		

• Children need to know that graphemes represent phonemes and understand the difference between letters and sounds (revisiting). • Children need to know the phase 2 and phase 3 phonemes and the graphemes that represent them (revisiting). • Children need to understand that phonemes need to be ordered accurately in order to make words that give meaning (revisiting). • Children need to know that we sequence from left to right in written Standard English (revisiting). • Children need to know how to spell the phase 4 tricky words. • Children need to know that some words have a consonant cluster at the end, these are CVCC words (went, help). • Children need to know how to use their segmenting fingers to spell CVCC words. • Children need to know that some words have a consonant cluster at the beginning of the word, these are CCVC words (drum, dress). • Children need to know how to use their segmenting fingers to spell CVCC words. • Children need to know that some words have a consonant cluster at the beginning and the end of words, these are CCVCC words. • Children need to know how to use their segmenting fingers to spell CCVCC words. • Children need to know how to write CCCVCC, longer and compound words including adding suffixes to root words ing, ed (t), ed (id), ed (est). • Children need to know how orally rehearse what they want to write. • Children need to know what a sentence is (simple statement at this stage).	• Children need to know that the past tense is something that has already happened. • Children need to know that the present tense is something happening currently. • Children need to know what verbs (yellow words) are (revisiting). • Children need to know that verbs are a key indicator of tense. • Children need to know that a suffix is added to the end of a word (-ing, -ed, -er and –est), in order to change or add to its meaning (revisiting). • Children need to know that past tense verbs often end in –ed and that present tense verbs often end in –ing. • Children need to know what plural means (more than one). • Children need knowledge of spelling rules such as –s and –es plurals. • Children need to know that a prefix is added to the beginning of a word to change its meaning e.g. –un. • Children need to know what comparative and superlative suffixes are and how to use them e.g. –er and –est. • Children need knowledge of the occasions spelling rules don't apply.	**When learning to edit and proofread, key knowledge will be revisited for certain children.** <u>Knowledge and skills that all children will revisit:</u> • Knowledge of suffixes –ment, -ness, -ful and –ly. • Knowledge of homophones and near homophones. • How to spell common exception words. • Knowledge associated with handwriting – e.g. what the correct joining strokes should look like. • Knowledge of composition – e.g. understanding different forms and purposes of writing. • Knowledge of how to plan, write, evaluate, reread and proofread to make additions, revisions and corrections. • Knowledge of how to effectively read aloud to make the meaning clear and use correct grammatical terminology when discussing writing. • Knowledge of the present, past and progressive tenses.
Using Knowledge as a Skill		
• Children will practise forming the 26 letters of the alphabet in the right direction (lowercase non cursive) (revisiting). • Children will practise sequencing from left to right (revisiting). • Children will practise sequencing the letters needed in order to write their name and making phonetically plausible attempts at writing other things such as; labels and captions (revisiting). • Children will learn to sequence letters accurately in order to spell the tricky words that they have learned.	• Children will learn how to speak and write in the past and present tenses. • Children will learn to add suffixes to change the meaning of root words. • Children will learn to spell words that are exceptions to the spelling rules; particularly when changing tense e.g. drive – drove.	
Summer 2		
Year R: Creativity 'Learning to write simple phrases and sentences that can be read by others'	**Year 1: Success** 'Learning to edit and proofread'	**Year 2: Success** 'Focus on editing and proofreading, and revisiting key knowledge, depending on the needs of individual pupils'
Knowledge		

• Children need to know how to write words containing long vowel sounds CVCC, CCVC – toast, smart and CCVC, CCCVC (street, screech), CCV (stair, star), CCVCC (spoilt). • Children need to know how to accurately write words ending in –s /s/ (sports) and understand how words can sound like different graphemes e.g. Words ending in –s /z/ crowds). • Children need to know when to add –es to the end of root words to pluralise. • Children need to know how to segment to support spelling of longer words (perfect, frighten). • Children need to know how to use the suffix –ing to change the meaning of root words. • Children need knowledge of what they want to communicate (revisiting). • Children need knowledge that words give meaning, whether spoken or written (revisiting). • Children need to understand that they can break the flow of speech into individual words (revisiting). • Children need to know that the letters they write, represent sounds and have a knowledge of letters forming words and giving meaning (revisiting). • Children need to know that sounds need to be accurately sequenced in order to begin to create written words that communicate meaning (revisiting). • Children will begin to know that the beginning of a sentence needs a capital letter.	• Children need to know that proofread means to read it carefully, trying to spot any mistakes. • Children need to know that edit means to make changes. • Children need to know that revisions are things we re-word for effect (e.g. changing our sentence structure). • Children need to know that additions are things we can add in for effect (e.g. adding in additional adjectives to describe or specify). • Children need to know that corrections are things we fix when we proofread.	**When learning to edit and proofread, key knowledge will be revisited for certain children.** <u>Knowledge and skills that all children will revisit:</u> • Knowledge of suffixes –ment, -ness, -ful and –ly. • Knowledge of homophones and near homophones. • How to spell common exception words. • Knowledge associated with handwriting – e.g. what the correct joining strokes should look like. • Knowledge of composition – e.g. understanding different forms and purposes of writing. • Knowledge of how to plan, write, evaluate, reread and proofread to make additions, revisions and corrections. • Knowledge of how to effectively read aloud to make the meaning clear and use correct grammatical terminology when discussing writing. • Knowledge of the present, past and progressive tenses.
Using Knowledge as a Skill		
• Children need to be able to verbalise simple phrases and sentences. • Children will learn to sequence words, using spaces between them in order to write phrases and simple sentences that are coherent and can be read back, by themselves and others.	• Children will practise reading their writing back in order to proofread. • Children will learn to use checklists, word mats and success criteria to help them proofread. • Children will edit and rewrite parts of their writing.	
** Text in orange links to Little Wandle Reading Progression and when children are introduced to new knowledge.		