



# English Curriculum



## Skills Progression in Writing

Year 1	Year 2	Year 3 & Year 4	Year 5 & Year 6
<p><u>Transcription: Spelling</u></p> <p><b>Pupils are taught to:</b></p> <p>Spell:</p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes already taught.</li> <li>Year 1 Common exception words.</li> <li>The days of the week.</li> </ul> <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>Naming the letters of the alphabet in order.</li> <li>Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>Using the prefix un–</li> <li>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].</li> </ul> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.</p>	<p><u>Transcription: Spelling</u></p> <p><b>Pupils are taught to:</b></p> <p>spell by:</p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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.</li> <li>Learning to spell common exception words.</li> <li>Learning to spell more words with contracted forms.</li> <li>Learning the possessive apostrophe (singular) [for example, the girl’s book].</li> <li>Distinguishing between homophones and near-homophones.</li> </ul> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><u>Transcription: Spelling</u></p> <p><b>Pupils are taught to:</b></p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><u>Transcription: Spelling</u></p> <p><b>Pupils are taught to:</b></p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>

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<p><b><u>Transcription: Handwriting</u></b></p> <p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> </ul>	<p><b><u>Transcription: Handwriting</u></b></p> <p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<p><b><u>Transcription: Handwriting</u></b></p> <p><b>Pupils are taught to:</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p><b><u>Transcription: Handwriting</u></b></p> <p><b>Pupils are taught to:</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>
<p><b><u>Composition: Writing</u></b></p> <p><b>Pupils are taught to:</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> </ul> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><b><u>Composition: Writing</u></b></p> <p><b>Pupils are taught to:</b></p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing poetry.</li> <li>• Writing for different purposes</li> </ul>	<p><b><u>Composition: Writing</u></b></p> <p><b>Pupils are taught to:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas.</li> </ul>	<p><b><u>Composition: Writing</u></b></p> <p><b>Pupils are taught to:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul>

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	<p><u>Composition: Writing cont.</u></p> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils.</li> <li>• 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.</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Composition: Writing cont.</u></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• Organising paragraphs around a theme.</li> <li>• In narratives, creating settings, characters and plot.</li> <li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p>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.</p>	<p><u>Composition: Writing cont.</u></p> <ul style="list-style-type: none"> <li>• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Précising longer passages.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing.</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>