



Our Curriculum

What we will teach children to do over the course of the year in Writing			
	Transcription	Composition	Grammar and Punctuation
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>Spelling</p> <ul style="list-style-type: none"> • identify known phonemes in unfamiliar words. • use syllables to divide words when spelling. • use what know about alternative phonemes to narrow down possibilities for accurate spelling. • use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. • name all the letters of the alphabet in order. • use letter names to show alternative spellings of the same phoneme. <p>Handwriting</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortable and correctly. • form lower case letters in the correct direction, starting and finishing in the right place. • form capital letters and digits 0-9. 	<ul style="list-style-type: none"> • compose a sentence orally before writing it. • sequence sentences in chronological order to recount and event or experience. • re-read what have written to check that it makes sense. • leave spaces between words. • know how the prefix 'un' can be added to words to change meaning. • use the suffixes 's', 'es', 'ed', and 'ing' within my writing. 	<p>Sentence structure</p> <ul style="list-style-type: none"> • combine words to make a sentence. • join two sentences using 'and'. <p>Text structure</p> <ul style="list-style-type: none"> • sequence sentences to form a narrative. <p>Punctuation</p> <ul style="list-style-type: none"> • separate words using finger spaces. • use capital letters to start a sentence. • use a full stop to end a sentence. • use a question mark. • use an exclamation mark. • use capital letters for names. • use 'I'.
<p>We would expect almost all children to achieve these</p>	<p>Spelling</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and record these as 	<ul style="list-style-type: none"> • write narratives about personal experiences and those of others, both real and fictional. • write for different purposes, including 	<p>Sentence structure</p> <ul style="list-style-type: none"> • use subordination and co-ordination. • use expanded noun phrases. • say how the grammatical patterns in a



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<p>things in</p> <p>Year 2</p>	<p>graphemes.</p> <ul style="list-style-type: none"> • spell words with alternative spellings, including a few common homophones. • spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • identify phonemes in unfamiliar words and use syllables to divide words. <p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another. • begin to use some of the diagonal and horizontal strokes needed to join letters. • show that know which letters are best left unjoined. • use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • use spacing between words that reflects the size of the letters. 	<p>real events.</p> <ul style="list-style-type: none"> • plan and discuss the content of writing and record my ideas. • am able to orally rehearse structured sentences or sequences of sentences. • evaluate my own writing independently, with friends and with an adult. • proof-read to check for errors in spelling, grammar and punctuation. 	<p>sentence indicate its function.</p> <p>Text structure</p> <ul style="list-style-type: none"> • consistently use the present tense and past tense correctly. • use the progressive forms of verbs in the present and past tense. <p>Punctuation</p> <ul style="list-style-type: none"> • use capital letters for names of people, places, day of the week and the personal pronoun 'I'. • correctly use question marks and exclamation marks, • use commas to separate items in a list. • use apostrophes to show where letters are missing and to mark singular possession in nouns.
<p>We would expect almost all children to achieve these</p>	<p>Spelling</p> <ul style="list-style-type: none"> • spell words with additional prefixes and suffixes and understand how to add them to root words. 	<ul style="list-style-type: none"> • discuss models of writing, noting its structure, grammatical features and use of vocabulary. • compose sentences using a wider 	<p>Sentence structure</p> <ul style="list-style-type: none"> • express time, place and cause by using conjunctions, adverbs and prepositions.



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<p>things in</p> <p>Year 3</p>	<ul style="list-style-type: none"> • recognise and spell homophones. • use the first two or three letters of a word to check its spelling in a dictionary. • spell words correctly which are in a family. • spell the commonly mis-spelt words from the Y3/4 word list. • identify the root in longer words. <p>Handwriting</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters. • understand which letters should be left unjoined. 	<p>range of structures.</p> <ul style="list-style-type: none"> • write a narrative with a clear structure, setting, characters and plot. • write non-narrative using simple organisational devices such as headings and sub-headings. • suggest improvements to my own writing and that of others. • make improvements to grammar, vocabulary and punctuation. • use a range of sentences with more than one clause by using a range of conjunctions. • use the perfect form of verbs to mark the relationship of time and cause. • proof-read to check for errors in spelling and punctuation. 	<p>Text structure</p> <ul style="list-style-type: none"> • am starting to use paragraphs. • use headings and sub headings. • use the present perfect form of verbs instead of the simple past. <p>Punctuation</p> <ul style="list-style-type: none"> • use inverted commas to punctuate direct speech.
<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>Spelling</p> <ul style="list-style-type: none"> • spell words with prefixes and suffixes and can add them to root words. • recognise and spell homophones. • use the first two or three letters of a word to check a spelling in a dictionary. • spell the commonly mis-spelt words from the Y3/4 word list. <p>Handwriting</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters. • understand which letters should be 	<ul style="list-style-type: none"> • compose sentences using a range of sentence structures. • orally rehearse a sentence or a sequence of sentences. • write a narrative with a clear structure, setting and plot. • improve my writing by changing grammar and vocabulary to improve consistency. • use a range of sentences which have more than one clause. • use appropriate nouns and pronouns within and across sentences to support 	<p>Sentence structure</p> <ul style="list-style-type: none"> • use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. • use fronted adverbials. <p>Text structure</p> <ul style="list-style-type: none"> • write in paragraphs. • make an appropriate choice of pronoun and noun within and across sentences. <p>Punctuation</p> <ul style="list-style-type: none"> • use inverted commas and other punctuation to indicate direct speech.



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	<p>left unjoined.</p> <ul style="list-style-type: none"> • My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	<p>cohesion and avoid repetition.</p> <ul style="list-style-type: none"> • use direct speech in my writing and punctuate it correctly. 	<ul style="list-style-type: none"> • use apostrophes to mark plural possession. • use commas after fronted adverbials
<p>We would expect almost all children to achieve these things in</p> <p>Year 5</p>	<p>Spelling</p> <ul style="list-style-type: none"> • form verbs with prefixes. • convert nouns or adjectives into verbs by adding a suffix. • understand the rules for adding prefixes and suffixes. • spell words with silent letters. • distinguish between homophones and other words which are often confused. • spell the commonly mis-spelt words from the Y5/6 word list. • use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. • use a thesaurus. • use a range of spelling strategies. <p>Handwriting</p> <ul style="list-style-type: none"> • choose the style of handwriting to use when given a choice. • choose the handwriting that is best suited for a specific task. 	<ul style="list-style-type: none"> • discuss the audience and purpose of the writing. • start sentences in different ways. • use the correct features and sentence structure matched to the text type we are working on. • develop characters through action and dialogue. • establish a viewpoint as the writer through commenting on characters and events. • use grammar and vocabulary to create an impact on the reader. • use stylistic devices to create effects in writing. • add well chosen detail to interest the reader. • summarise a paragraph. • organise my writing into paragraphs to show different information or events. 	<p>Sentence structure</p> <ul style="list-style-type: none"> • use relative clauses. • use adverbs or modal verbs to indicate a degree of possibility. <p>Text structure</p> <ul style="list-style-type: none"> • build cohesion between paragraphs. • use adverbials to link paragraphs. <p>Punctuation</p> <ul style="list-style-type: none"> • use brackets, dashes and commas to indicate parenthesis. • use commas to clarify meaning or avoid ambiguity.



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<p>We would expect almost all children to achieve these things in</p> <p>Year 6</p>	<p>Spelling</p> <ul style="list-style-type: none"> • convert verbs into nouns by adding a suffix. • distinguish between homophones and other words which are often confused. • spell the commonly mis-spelt words from the Y5/6 word list. • understand that the spelling of some words need to be learnt specifically. • use any dictionary or thesaurus. • use a range of spelling strategies. <p>Handwriting</p> <ul style="list-style-type: none"> • choose the style of handwriting to use when given a choice. • choose the handwriting that is best suited for a specific task. 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing. • choose the appropriate form and register for the audience and purpose of the writing. • use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect. • use a range of sentence starters to create specific effects. • use developed noun phrases to add detail to sentences. • use the passive voice to present information with a different emphasis. • use commas to mark phrases and clauses. • sustain and develop ideas logically in narrative and non-narrative writing. • use character, dialogue and action to advance events in narrative writing. • summarise a text, conveying key information in writing. 	<p>Sentence structure</p> <ul style="list-style-type: none"> • use the passive voice. • vary sentence structure depending whether formal or informal. <p>Text structure</p> <ul style="list-style-type: none"> • use a variety of organisational and presentational devices correct to the text type. • write in paragraphs which can clearly signal a change in subject, time, place or event. <p>Punctuation</p> <ul style="list-style-type: none"> • use the semi-colon, colon and dash. • use the colon to introduce a list and semi-colon within lists. • use a hyphen to avoid ambiguity.
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