

Writing – Programme of Study KEY STAGE 2			
	Area of study Transcription	Area of study Composition	Area of study Vocabulary, Punctuation and Grammar
Prior learning	Early Learning Goals	Early Learning Goals	Early Learning Goals
Year 1	<p>Spelling Spell words containing each of the 40+ phonemes already taught Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un • Use –ing, –ed, –er and –est where no change is needed in the spelling of root words <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated that include words using the GPCs and common exception words taught.</p> <p>Handwriting</p>	<ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read 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><i>Develop understanding of the concepts set out in English Appendix 2</i></p> <ul style="list-style-type: none"> • Leave spaces between words • Join words and join clauses using and • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • Learn the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing.

	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		
<p>Year 2</p>	<p>Spelling</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn 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> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular)</p> <p>Distinguish between homophones and near-homophones</p>	<p>Develop positive attitudes towards and stamina for writing:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes <p>Plan: Consider what they are going to write before beginning:</p> <ul style="list-style-type: none"> • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary <p>Draft and write:</p>	<p><i>Develop understanding of the concepts set out in <u>English Appendix 2</u></i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify <p>Grammar</p> <ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation, command • Use the present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination

	<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p> <p>Write from memory simple sentences dictated that include words using the GPCs, common exception words and punctuation taught.</p> <p>Handwriting</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<ul style="list-style-type: none"> Encapsulate what they want to say, sentence by sentence <p>Evaluate and edit:</p> <p>Make additions, revisions and corrections to their own writing:</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils Re-read 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-read to check for errors in spelling, grammar and punctuation <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>(using or, and, or but)</p> <ul style="list-style-type: none"> Use the grammar for year 2 in English Appendix 2 Learn some features of written Standard English <p>Punctuation</p> <ul style="list-style-type: none"> Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
<p>Taught content: Knowledge/S kills</p>	<p>Area of study Transcription</p>	<p>Area of study Composition</p>	<p>Area of study Vocabulary, Punctuation and Grammar</p>
<p>LKS2 Year 3 and 4</p>	<p>Spelling</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones 	<p>Plan:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are 	<p><i>Develop their understanding of the concepts (English Appendix 2)</i></p>

	<ul style="list-style-type: none"> spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, including taught words and punctuation <p>Handwriting</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<p>planning to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> Discuss and record ideas <p>Draft and write:</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In narratives, creative settings, characters and plot In non-narrative material, use simple organisational devices <p>Evaluate and edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns <p>Proof-read for spelling and punctuation errors</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause using a wider range of conjunctions, e.g. when, if, because, although <p>Grammar</p> <ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Use the correct form of 'a' or 'an' Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Use fronted adverbials Learn the grammar for years 3 and 4 in English Appendix 2 <p>Punctuation</p> <ul style="list-style-type: none"> Use and punctuate direct speech (e.g. inverted commas) Use commas after fronted adverbials Indicate possession by using the
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		<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation, tone and volume so that the meaning is clear</p>	<p>possessive apostrophe with singular and plural nouns</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p>UKS2 Year 5 and 6</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • Spell some words with ‘silent’ letters • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling, understanding that the spelling of some words needs to be learnt specifically (English Appendix 1) • Use dictionaries to check the spelling and meanings of words • Use the first three/four letters to check spelling, meaning or both of these in a dictionary • Use a thesaurus <p>Handwriting and Presentation</p>	<p>Plan</p> <ul style="list-style-type: none"> • Identify the audience and purpose, selecting the appropriate form and using other similar writing as models • Note and develop initial ideas, drawing on reading and research where necessary • Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write:</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning 	<p><i>Develop their understanding of the concepts)English Appendix 2)</i></p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech/writing, including subjunctive forms • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility <p>Grammar</p>



	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance action • Precise longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit:</p> <ul style="list-style-type: none"> • Assess the effectiveness of own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects/clarify meaning • Ensure consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing 	<ul style="list-style-type: none"> • Use passive verbs to affect the presentation of information in a sentence • Use the perfect form of verbs to mark relationships of time and cause • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learn the grammar for years 5 and 6 in English Appendix 2 • <p>Punctuation</p> <ul style="list-style-type: none"> • Use commas to clarify meaning/avoid ambiguity in writing • Use hyphens to avoid ambiguity • Use brackets, dashes or commas to indicate parenthesis • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use a colon to introduce a list
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		<p>and choosing the appropriate register</p> <ul style="list-style-type: none"> • Proof read for spelling and punctuation errors • Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Punctuate bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>
<p>Subsequent learning</p>		<p><i>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, and structure)</i></p> <p><i>Distinguish between the language of speech and writing and choose the appropriate register</i></p>	<p><i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i></p> <p><i>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i></p>