

RAEDWALD ACADEMY TRUST

Programme of study and progression outline:

English (Writing) Key Stage 2

Writing – Programme of Study KEY STAGE 2			
*Not explicitly taught at Alderwood			
	Transcription	Composition	Vocabulary, Punctuation and Grammar
Prior learning	Early Learning Goals	Early Learning Goals	Early Learning Goals
Year 1	<p>Spelling</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>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 <u>English Appendix 1</u></p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read 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><i>Develop understanding of the following concepts:</i></p> <p>Leave spaces between words</p> <p>Join words and join clauses using and</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammar for year 1 in English Appendix 2</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>

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	<p>Write from memory simple sentences dictated that include words using the GPCs and common exception words taught.</p> <p>Handwriting</p> <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 practice these.</p>		
Year 2	<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>Pupils have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Throughout each unit they will:</p> <ul style="list-style-type: none">• Plan (verbal or written)• Write ideas sentence by sentence• Make simple additions (evaluate with a teacher, proof read)	<p><i>Develop understanding of the following concepts:</i></p> <ul style="list-style-type: none">• Correct choice and consistent use of present tense and past tense throughout writing.• Use of the progressive form of verbs in the present and past tense• Use of capital letters, full stops, question marks and exclamation marks.

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<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>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</p>	<ul style="list-style-type: none">• Read aloud what they have written. <p>Children will write for different purposes including:</p> <ul style="list-style-type: none">• Narratives• Recount real events• Poetry	<ul style="list-style-type: none">• Commas to separate items in a list• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns• Subordination (using when, if, that, because) and co-ordination (using or, and, but)• Expanded noun phrases for description and specification.• Sentence types: statement, question, exclamation or command• Know what an adjective, verb, adverb and noun is
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	<p>another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>		
Taught content: Knowledge/Skills	Transcription	Composition	Vocabulary, Punctuation and Grammar
LKS2 Year 3 and 4	<p>Spelling</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophones • 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>	<p>Pupils have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Throughout each unit they will:</p> <ul style="list-style-type: none"> • think aloud to explore and collect ideas • draft • re-reading to check their meaning is clear <p>Children will write for different purposes/identify the use the features of:</p> <ul style="list-style-type: none"> • Narrative writing • Non-chronological report • Poetry • Recount • Instructional writing • Letters 	<p><i>Develop their understanding of the following concepts:</i></p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions (when, before, after, while, so, because) • Expressing time, place and cause using adverbs (then, next, soon, therefore) • Expressing time, place and cause using prepositions (before, after, during, in, because of) • Beginning to use paragraphs as a way to group related material/form a theme. • Use organisational devices (headings and sub-headings)

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	<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		<ul style="list-style-type: none">• Use of the present perfect form of verbs instead of the simple past• Use inverted commas (and other punctuation eg: commas) to punctuate direct speech• Know what a consonant and vowel is.• Know the grammatical difference between plural and possessive –s• Knowing and using Standard English• Use expanded noun phrases.• Use prepositional phrases• Use fronted adverbials and punctuate with a comma.• Use appropriate choice of pronoun or noun to aid cohesion.• Know what a determiner is.
UKS2 Year 5 and 6	Spelling <ul style="list-style-type: none">• Use further prefixes and suffixes and understand the guidance for adding them	<p>Pupils have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Throughout each unit they will:</p> <ul style="list-style-type: none">• Plan	<p><i>Develop their understanding of the following concepts:</i></p> <ul style="list-style-type: none">• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

	<ul style="list-style-type: none"> • 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> <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"> • Draft and write • Evaluate and edit • Proof read • Perform their own compositions <p>Children will write for different purposes/ identify the use the features of:</p> <ul style="list-style-type: none"> • Newspaper report • Narrative writing • Non-chronological report • Poetry • Diary entry • Instructional writing • Persuasive letter writing • Autobiography • Biography 	<ul style="list-style-type: none"> • Use and identify main and subordinate clauses • Indicate degrees of possibility using adverbs. • Know and use modal verbs (for example, might, should, will, must) • Know how words are related with synonyms and antonyms • Know the difference between informal and formal language. • Use of the passive to affect the presentation of information in a sentence • Know the difference between the active and passive voice. • Can identify the subject and object in a sentence. • The use of subjunctive forms • Use devices to build cohesion within a paragraph. • Link ideas across paragraphs using adverbials. • Use of ellipsis.
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			<ul style="list-style-type: none">• Use brackets, dashes or commas to indicate parenthesis.• Use of commas to clarify meaning or avoid ambiguity• Use of the semi-colon, colon and dash to mark the boundary between independent clauses.• Use of the colon to introduce a list and use of semi-colons within lists.• Bullet points to list information.• Use hyphens to avoid ambiguity
Subsequent learning		<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>

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