

**Writing – Programme of Study KEY STAGE 2**

**\*Not explicitly taught at Alderwood**

	<b>Transcription</b>	<b>Composition</b>	<b>Vocabulary, Punctuation and Grammar</b>
<b>Prior learning</b>	Early Learning Goals	Early Learning Goals	Early Learning Goals
<b>Year 1</b>	<p><b>Spelling</b></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"> <li>• use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• use the prefix un</li> <li>• Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ul> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated that include words using the GPCs and common exception words taught.</p> <p><b>Handwriting</b></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>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>

	<p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practice these.</p>		
<p><b>Year 2</b></p>	<p><b>Spelling</b></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>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated that include words using the GPCs, common exception words and punctuation taught.</p> <p><b>Handwriting</b></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,</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"> <li>• Plan (verbal or written)</li> <li>• Write ideas sentence by sentence</li> <li>• Make simple additions (evaluate with a teacher, proof read)</li> <li>• Read aloud what they have written.</li> </ul> <p>Children will write for different purposes including:</p> <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Recount real events</li> <li>• Poetry</li> </ul>	<p><i>Develop understanding of the following concepts:</i></p> <ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>• Use of the progressive form of verbs in the present and past tense</li> <li>• Use of capital letters, full stops, question marks and exclamation marks.</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Expanded noun phrases for description and specification.</li> <li>• Sentence types: statement, question, exclamation or command</li> <li>• Know what an adjective, verb, adverb and noun is</li> </ul>

	<p>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>		
<b>Taught content: Knowledge/Skills</b>	<b>Transcription</b>	<b>Composition</b>	<b>Vocabulary, Punctuation and Grammar</b>
<b>LKS2 Year 3 and 4</b>	<p><b>Spelling (some taught in explicit spelling session and some taught within English Writing lessons)</b></p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, including taught words and punctuation</li> </ul> <p><b>Handwriting</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 unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<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"> <li>• think aloud to explore and collect ideas</li> <li>• draft</li> <li>• re-reading to check their meaning is clear</li> </ul> <p>Children will write for different purposes/identify the use the features of:</p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Non-chronological report</li> <li>• Recount</li> <li>• Instructional writing</li> </ul>	<p><i>Develop their understanding of the following concepts:</i></p> <ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions (when, before, after, while, so, because)</li> <li>• Expressing time, place and cause using adverbs (then, next, soon, therefore)</li> <li>• Expressing time, place and cause using prepositions (before, after, during, in, because of)</li> <li>• Beginning to use paragraphs as a way to group related material/form a theme.</li> <li>• Use organisational devices (headings and sub-headings)</li> <li>• Use of the present perfect form of verbs instead of the simple past</li> <li>• Use inverted commas (and other punctuation eg: commas) to punctuate direct speech</li> <li>• Know what a consonant and vowel is.</li> <li>• Know the grammatical difference between plural and possessive –s</li> </ul>

			<ul style="list-style-type: none"> <li>• Knowing and using Standard English</li> <li>• Use expanded noun phrases.</li> <li>• Use prepositional phrases</li> <li>• Use fronted adverbials and punctuate with a comma.</li> <li>• Use appropriate choice of pronoun or noun to aid cohesion.</li> <li>• Know what a determiner is.</li> </ul>
<p><b>Year 5 and 6</b></p>	<p><b>Spelling (some taught in explicit spelling session and some taught within English Writing lessons)</b></p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with ‘silent’ letters</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling, understanding that the spelling of some words needs to be learnt specifically (English Appendix 1)</li> <li>• Use dictionaries to check the spelling and meanings of words</li> <li>• Use the first three/four letters to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> </ul> <p><b>Handwriting and Presentation</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed</li> <li>• Choose which shape of a letter to use when given</li> </ul>	<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"> <li>• Plan</li> <li>• Draft and write</li> <li>• Evaluate and edit</li> <li>• Proof read</li> <li>• Perform their own compositions</li> </ul> <p>Children will write for different purposes/ identify the use the features of:</p> <ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Non-chronological report</li> <li>• Instructional writing</li> <li>• Recount</li> </ul>	<p><i>Develop their understanding of the following concepts:</i></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Use and identify main and subordinate clauses</li> <li>• Indicate degrees of possibility using adverbs.</li> <li>• Know and use modal verbs (for example, might, should, will, must)</li> <li>• Know how words are related with synonyms and antonyms</li> <li>• Know the difference between informal and formal language.</li> <li>• Use of the passive to affect the presentation of information in a sentence</li> <li>• Know the difference between the active and passive voice.</li> <li>• Can identify the subject and object in a sentence.</li> <li>• The use of subjunctive forms</li> </ul>

	<p>choices and deciding whether or not to join specific letters</p> <ul style="list-style-type: none"> <li>Choose the writing implement that is best suited for a task</li> </ul>		<ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph.</li> <li>Link ideas across paragraphs using adverbials.</li> <li>Use of ellipsis.</li> <li>Use brackets, dashes or commas to indicate parenthesis.</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>Use of the colon to introduce a list and use of semi-colons within lists.</li> <li>Bullet points to list information.</li> <li>Use hyphens to avoid ambiguity</li> </ul>
<p><b>Subsequent learning</b></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>