

Wistaston Academy National Curriculum for Writing Overview

Area – Transcription			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words The days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound. <p>All prefixes and suffixes:</p> <ul style="list-style-type: none"> Using the spelling rule for adding –s or –es as the plural marker for nouns and Third person singular marker for verbs Using the prefix un- Using –ing, -ed, -er and –est where no change is needed in the spelling of the root words (for example, helping, helped, helper, eating, quicker, quickest) Apply simple spelling rules and guidance, as listed in English Appendix 1. 	<p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling mainly correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with spelling, including a few common homophones Learn to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular). For example, the girl’s book Distinguishing between homophones and near-homophones Adding suffixes to spell longer words, including –ment, -ness, -fil, -less, -ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals (for example girls’, boy’s) and for words with irregular plurals (for example, children’s) 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, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell words with ‘silent’ letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words which are often confused 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 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.

	sentences dictated by the teacher.		
Area – Handwriting			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • 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 unjoined • Write 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. 	<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>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited to the task.
Area – Composition			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

<p>short narratives</p> <ul style="list-style-type: none"> • Re-reading 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. 	<ul style="list-style-type: none"> • Writing poetry • Writing for different purposes. • Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to be writing about • Writing down key ideas and/or key words including new vocabulary • Encapsulating what they are going to say, sentence by sentence. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • 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 • Proof-reading to check for errors in spelling, grammar and punctuation. • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • Discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing • Sentences orally, progressively building on a varied and rich vocabulary and increasing the range of sentence structures • Organise paragraphs around a theme • In narratives create settings, characters and plots • In non-narrative material, using simple organisational devices (e.g. sub-headings) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and the volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Precising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
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Area – Vocabulary, grammar and punctuation			
Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining sentences using <i>and</i> • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learning the grammar of word structure in Appendix 2 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms <p>Learning how to use:</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> • Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or</i> 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> • using the perfect form of verbs to mark relationships of time and cause • choosing nouns or pronouns appropriately for clarity and cohesion • choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition • using conjunctions, adverbs and prepositions to express time and cause 	<p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive • using the passive voice to affect the presentation of information in a sentence • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied (i.e. omitted) relative pronoun • learning the grammar of word

	<p><i>but</i>)</p> <ul style="list-style-type: none"> • Learning the grammar of word structure in Appendix 2 • Using some features of written Standard English • Use and understand the grammatical terminology in Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • using fronted adverbials • learning the grammar of word structure in Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>structure in Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.
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