

# Writing

Handwriting						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><b>Pupils should be taught to;</b>          Sit correctly at a table, holding a pencil comfortable and correctly.</p> <p><b>Begin to form</b> lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.</p>	<p><b>Pupils should be taught to;</b>  <b>Form</b> lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits <b>of the correct size, orientation and relationship to one another and to lower-case letters.</b></p> <p>Use spacing between words that reflects the size of the letters.</p>				
		<p><b>Pupils should be taught to start using</b> some of the diagonal and horizontal strokes needed to join letters</p>	<p><b>Pupils should be taught to use the</b> diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Pupils should be taught to write legibly, fluently and with increasing speed by</b> choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>		

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		<p>and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>			
<b>Transcription</b>						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p><b>Pupils should be taught to spell words containing each of the 40+ phonemes already taught.</b></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning 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>Apply spelling rules and guidelines, as listed in English Appendix 1.</p>	<p><b>Pupils should be taught to spell by;</b></p>				

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	<p><b>Pupils should be taught to</b> spell common exception words and the days of the week.</p>	<p><b>Pupils should be taught to</b> spell by learning to spell common exception words.</p>	<p><b>Pupils should be taught to</b> spell words that are often misspelt (English Appendix 1).</p>	<p><b>Pupils should be taught to</b> spell some words with 'silent' letters, for example, knight, psalm, solemn.</p>
	<p><b>Pupils should be taught to</b> name the letters of the alphabet including naming the letters of the alphabet in order.</p> <p>They should use letter names to distinguish between alternative spellings of the same sound.</p>			
	<p><b>Pupils should be taught to;</b> add prefixes and suffixes. They should use the spelling rule of adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>They should use</p>	<p>Add suffixes to spell longer words e.g. –ment, -ness, - ful, -less, -ly.</p>	<p><b>Pupils should be taught to</b> use further prefixes and suffixes and understand how to add them (English Appendix 1).</p>	<p><b>Pupils should be taught to</b> use further prefixes and suffixes and understand the guidelines for adding them.</p> <p><b>Pupils should be taught to</b> use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in English Appendix 1.</p>

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	<p>the prefix un-.</p> <p>They should use –ing, -ed, -er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</p>			
	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>In all writing children should apply simple spelling rules and guidelines, as listed in English Appendix 1.</p>	<p>Write from memory simple sentences dictated by the teacher and include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><b>Pupils should be taught to</b> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
	<p><b>Pupils should be taught to spell by</b> learning to spell more words with contracted forms.</p>	<p><b>Pupils should be taught to</b> place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p>		

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		Learning the possessive apostrophe (singular), for example the girl's book.		
	<b>Pupils should be taught to</b> spell by distinguishing between homophones and near homophones.	<b>Pupils should be taught to</b> spell further homophones.	<b>Pupils should be taught to</b> continue to distinguish between homophones and other words which are often confused.	
		<b>Pupils should be taught to</b> use the first two or three letters of a word to check its spelling in a dictionary.	<b>Pupils should be taught to</b> use dictionaries to check the spelling and meaning of words.  <b>Pupils should be taught to use the first three or four letters of a word</b> to check spelling, meaning or both of these in a dictionary.	<b>Pupils should be taught to</b> use a thesaurus.

## Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			<b>Pupils should be taught to draft and write by</b> organising paragraphs around a theme.		<b>Pupils should be taught to draft and write by</b> using a wide range of devices to build cohesion within and across paragraphs.	
			<b>Pupils should be taught to draft and write by</b> in non-narrative material, using simple organisational devices for example, headings and subheadings.		<b>Pupils should be taught to plan their writing by</b> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	<b>Pupils should be taught to draft and write by</b> using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

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	<p><b>Pupils should be taught to</b> write sentences by saying out loud what they are going to write about.</p>	<p><b>Pupils should be taught to consider what they are going to write before beginning by</b></p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>	<p><b>Pupils should be taught to plan their writing by</b> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p><b>Pupils should be taught to plan their writing by</b> discussing and recording ideas.</p>	<p><b>Pupils should be taught to plan their writing by</b> Noting and developing initial ideas, drawing on reading and research where necessary.</p>
	<p><b>Pupils should be taught to</b> write sentences by composing a sentence orally before writing it.</p>		<p><b>Pupils should be taught to draft and write by</b> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<p><b>Pupils should be taught to draft and write by</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>
	<p><b>Pupils should be taught to</b> write sentences by sequencing sentences to form short narratives.</p>	<p><b>Pupils should be taught to develop positive attitudes towards and stamina for writing by</b></p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p>	<p><b>Pupils should be taught to draft and write by</b> in narratives, creating settings, characters and plot.</p>	<p><b>Pupils should be taught to plan their writing by,</b> when writing <b>narratives</b>, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p><b>Pupils should be taught to draft and write by</b> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p><b>Pupils should be taught to draft and write by</b> précising longer</p>

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		<p>Writing about real events.</p> <p>Writing poetry</p> <p>Writing for different purposes.</p>		passages.
<p><b>Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</b></p>	<p><b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by;</b></p> <p>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.</p> <p><b>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</b></p>	<p><b>Pupils should be taught to</b> proofread for spelling and punctuation errors.</p> <p><b>Pupils should be taught to evaluate and edit by</b> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Proofread for spelling and punctuation errors.</p> <p><b>Pupils should be taught to evaluate and edit by</b> ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p><b>Pupils should be taught to evaluate and edit by</b> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	

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	<p><b>Pupils should be taught to</b> discuss what they have written with the teacher or other pupils.</p>	<p><b>Pupils should be taught to make simple additions, revisions and corrections to their own writing by</b></p> <p>Evaluating their writing with the teacher and other pupils.</p>	<p><b>Pupils should be taught to evaluate and edit by</b> assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p><b>Pupils should be taught to evaluate and edit by</b> assessing the effectiveness of their own and others' writing.</p> <p><b>Pupils should be taught to evaluate and edit by</b> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
	<p><b>Pupils should be taught to</b> read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><b>Pupils should be taught to</b> read aloud their own writing, to a group or the whole class, using appropriate intonation and <b>controlling the tone and volume</b> so that the meaning is clear.</p>	<p><b>Perform</b> their own compositions, using appropriate intonation, <b>volume and movement</b> so that meaning is clear.</p>