

Branton St-Wilfrid's CofE Primary – English Writing Whole school map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Programmes of study							
Composition	<p>ELG Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Planning Say out loud what they are going to write about</p> <p>Drafting and writing Compose a sentence orally before writing</p> <p>Sequence sentences to form short narratives</p> <p>Proof reading Re-read what they have written to check that it makes sense</p> <p>End product Discuss what they have written to check that it makes sense</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Develop positive attitudes towards and stamina for writing by writing -narratives about personal experiences and those of others (real and fictional) -about real events -poetry -for different purposes</p> <p>Planning Plan or say out loud what they are going to write about</p> <p>Plan and write idea and/or key words including new vocabulary</p> <p>Drafting and writing Capture what they want to say, sentence by sentence</p> <p>Evaluating/editing Make additions, revision and corrections to their own writing by – -evaluating their writing with the teacher or other pupils -re-reading to check if it makes sense and that verb forms are correct</p> <p>Proof reading Proof read to check for errors in spelling, grammar and punctuation</p> <p>End product Read aloud their writing with appropriate intonation to make the meaning clear</p>	<p>Planning Discuss writing similar to that which they are planning to write in order to understand and learn from the structure, vocabulary and grammar</p> <p>Discuss and record ideas</p> <p>Drafting and writing Compose and rehearse sentences orally, building in a rich and varied vocabulary and increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, use simple organisational devices such as headings and sub-headings</p> <p>Evaluating/editing Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes in grammar and vocabulary to improve consistency</p> <p>Proof reading Proof read for spelling and punctuation errors</p> <p>End product Read aloud their writing to a group or whole class, using appropriate intonation, tone and volume</p>	<p>Planning Identify audience and purpose, selecting appropriate form and use other similar writing as a model</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p>In narratives, consider how authors have developed characters and settings</p> <p>Drafting and writing Select appropriate grammar and vocabulary, understanding how they can change and enhance meaning</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Precis longer paragraphs</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and enhance the action</p> <p>Use further organisational and presentational devices to structure text and guide the reader (sub-headings, bullet points, underlining)</p> <p>Evaluating/editing Assess the effectiveness of their own and others' writing</p> <p>Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p> <p>Ensure the correct and consistent use of tense throughout</p> <p>Ensure correct subject/verb agreement when using singular and plural</p> <p>Proof reading Proof read for spelling and punctuation errors</p> <p>End product Perform their own composition, using appropriate intonation, volume and movement so meaning is clear</p>		

Spelling	<p>ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell days of the week</p> <p>Name the letters of the alphabet -in order -use letter names for alternative spellings</p> <p>Add prefixes and suffixes -s or -es un- -ing, -ed, -er, -est (with no changes to root word)</p> <p>Write simple sentences from memory dictated by the teacher including GPCs and common exception words taught</p>	<p>Spell by segmenting words into phonemes and representing these by using graphemes</p> <p>Learn new ways of spelling phonemes and learn words with these, including common homophones</p> <p>Spell common exception words</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near homophones</p> <p>Add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)</p> <p>Write from memory dictated sentences by the teacher including GPCs and common exception words taught</p> <p>Use singular possessive apostrophe correctly in spellings</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Check spellings in a dictionary, using the first 2 or 3 letters</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Write from memory dictated sentences by the teacher including target words and punctuation taught so far</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals</p>		<p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use a dictionary to check spellings and meanings, using the first 3 or 4 letters</p> <p>Use a thesaurus</p> <p>Use further prefixes and suffixes and understand the rules/guidance for adding them</p> <p>Spell words with silent letters</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>	
	Grammar		Noun phrases	Expanded Noun phrases	Expanded Noun phrases	Expanded Noun phrases	Expanded Noun phrases
		Subordinating conjunctions (B) Co-ordinating conjunctions (BOA)	Subordinating conjunctions (WITB) Co-ordinating conjunctions (BOA)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)
		Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect

			Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation	Sentence types: Statement Command Question Exclamation
			Adverbs	Adverbials (TRaMP)	Adverbials (TRaMP)	Adverbials (TRaMP)	Adverbials (TRaMP)
						Relative clauses and relative pronouns	Relative clauses and relative pronouns
						Modal verbs	Modal verbs
							Subjunctive form
Punctuation			Inverted commas	Inverted commas	Inverted commas	Inverted commas	Inverted commas
			Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list
			Apostrophe for omission and possession	Apostrophe for omission and possession	Apostrophe for omission and possession	Apostrophe for omission and possession	Apostrophe for omission and possession

				Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens	Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens
							Adding detail Dashes Colons Linking Semi colons
Handwriting	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at table, holding 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</p> <p>Form digits 0 – 9</p> <p>Understand which letters belong to which handwriting ‘families’ and practise these</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>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</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letter</p> <p>Use spacing between words that reflect the size of the letters</p> <p>Write digits of the correct size and orientation</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letter, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are space sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for the task 		
Vocabulary							

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>letters words capital letters full stops finger spaces</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>	<p>preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel inverted commas</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
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