



Ashingdon Primary Academy
English Curriculum Overview – Writing

What are the key skills?

The key skills are the age appropriate writing skills for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

Where have they come from?

The key skills have been identified primarily from the National Curriculum 2014 programmes of study. Other key documents cross referenced in their preparation include the Early Years Foundation Stage documents. The aim was to specify the key writing knowledge and skills for each year group.

How might the key knowledge and skills be useful?

The key knowledge and skills should help to focus, and be exemplified, during whole class teaching. Taught in the context of lively, engaging and creative lessons, they will help to ensure that pupils make progress as writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.

Writing Genre Progression Overview

Talk for Writing

The three key components of teaching fiction and non-fiction through Talk For Writing across the curriculum are:
IMMERSION/IMITATION - using a strong shared text as a model from which children internalise the key language features and structures. At this stage, pupils would develop their understanding and use of grammar linked to the text; they would map out key events to learn how the text is structured; and they would 'box-up' the text as preparation for innovating the text.

INNOVATION – using the structure and language patterns of the model text for shared planning and writing in a new, but closely related, context. This is the stage where you and your class would work together to write your own version of the model text.

INVENTION – children independently writing that text type in literacy lessons and across the curriculum. Here, pupils plan and write their own individual piece of work, based on the model text and everything that has been learned.

We follow this sequence for each unit:

Cold Task – the children write a 'cold' version of the text type they are studying. This should be with no input or initial success criteria and be used as an assessment piece to generate 'next steps' for each pupil and to inform the planning of the unit.

Children are then provided with success criteria for the text type that they are studying to self-assess their 'cold' piece of writing, allowing them to see where there are gaps to work on.

Immersion/Imitation

Innovation

Invention

Hot Task – at the end of the unit, the children will write a 'hot' version of the genre they have been studying. Pupils are provided with the success criteria and this is used as an assessment piece and for the children to see how much they have improved across the unit. Children use the success criteria to self-assess their writing and compare it to their original attempt.

Within each unit, grammar sessions should be planned to cover the objectives for your year group. These sessions should also allow pupils to work on the 'grammar for writing' that is dictated by the text type that pupils are studying or the outcomes of pupils' cold task.

EYFS: Knowledge

Children at the expected level of development will know how to write recognisable letters, most of which are correctly formed. Pupils will know how to spell words by identifying sounds in them and representing the sounds with a letter or letters.

Pupils will know how to write simple phrases and sentences that can be read by others.

Pupils will know how simple stories are structured (with a beginning, middle and end) and know how to retell such stories.

Skills

- Retell simple 5 part story (Once upon a time, First/then/next, but, so, finally... happily ever after)
- Write factual writing closely linked to a story
- Write factual sentences based around a theme (names, labels, captions, lists, diagrams, messages, short letters)
- Introduce simple sentences
- Say a sentence, write and read it back to check it makes sense
- Write compound sentences using the conjunction 'and'
- Use repetition for rhythm or description (he walked and he walked, a lean cat, a mean cat)
- Use some (or all) of these determiners, after they have been introduced (the, a, my, your, this, that, his, her, their, some, all)
- Use some (or all) of these prepositions (up, down, in, into, out, to, onto)
- Use simple adjectives (old, little, big, small, quiet) and some adverbs
- Use finger spaces between words
- Use full stops at the end of a single sentence
- Use capital letters for names and at the start of a sentence

Terminology that the children will understand and use:

Finger space

Letter

Word

Sentence

Full stop

Capital letter

Year 1: Knowledge

At the beginning of Year 1, not all pupils will have the spelling and handwriting skills to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing e.g. thinking aloud as they collect ideas, drafting and re-reading to check their meaning is clear.

Pupils will know how to segment the sounds they hear in words (spelling skills), develop the physical need for handwriting and learn how to organise their ideas in writing.

Pupils will know and use a variety of grammatical structures.

Skills

Word Level	Sentence Level	Text Level
<p>Use regular plural noun suffixes –s or –es</p> <p>Understand the difference between singular and plural</p> <p>Use suffixes to create verbs where no change is needed in the spelling of the root word (help – helping, helped)</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives (kind – unkind)</p> <p>Understand the following terminology: noun, verb, adjective</p> <p>Use adjectives to embellish writing</p>	<p>Write sentences by saying out loud what he/she is going to write about</p> <p>Compose sentences orally before writing them</p> <p>Understand how words combine to make sentences</p> <p>Join words and clauses together with 'and'</p> <p>Separate words with finger spaces</p> <p>Use capital letters to start sentences</p> <p>Use full stops to signal the end of a sentence</p> <p>Use capital letters for the names of people, places, days of the week and the personal pronoun 'I'</p> <p>Introduce the use of the exclamation and questions marks</p>	<p>Write sentences to sequence and form short narratives</p> <p>Discuss what he/she has written with other pupils</p> <p>Read aloud his/her writing clearly enough to be heard by others</p>
<p>Terminology that the children will know and use:</p>		
<p>Punctuation Question mark Exclamation mark</p>		

Singular/plural Adjective Verb Noun Conjunction Letter Capital letter Word Sentence		
Year 2: Knowledge		
<p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English.</p> <p>Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' written outcomes by providing opportunities for pupils to develop and order their ideas by playing roles and improvising scenes in various settings.</p> <p>Pupils might draw on, and use, new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>Pupils will know why positive attitudes towards writing and having a stamina for writing are important. This will be through:</p> <p>Writing narratives about personal experiences and those of others (real and fictional);</p> <p>Writing about real events;</p> <p>Writing poetry;</p> <p>Writing for different purposes.</p>		
Skills		
Word Level	Sentence Level	Text Level
Form nouns using suffixes such as –ness and –er Form adjectives using suffixes such as –ful and –less	Use spaces between words which reflect the size of the letters Use subordinating conjunctions (when, if, that, because)	Write narratives based on personal experiences Write about real events to develop positive attitudes and a stamina for writing

<p>Use suffixes –er and –est in adjectives</p> <p>Use –ly to turn adjectives into adverbs</p> <p>Use apostrophes to mark where letters are missing in contracted spellings</p> <p>Use apostrophes to mark possession</p> <p>Use adverbs to describe actions e.g. gently, swiftly, carefully</p>	<p>Use co-ordinating conjunctions (or, but, and)</p> <p>Use expanded noun phrases for description and specification</p> <p>Understand sentences of different forms: exclamations, questions, statements and commands</p> <p>Use past and present tense correctly and consistently</p> <p>Use continuous tenses to show actions in progress (past progressive and present progressive)</p> <p>Use capital letters and full stops to consistently demarcate sentences.</p> <p>Use question marks correctly</p> <p>Use exclamation marks to punctuate exclamation sentences</p> <p>Use commas to separate items in a list</p> <p>Use inverted commas to punctuate direct speech</p>	<p>Write poetry to develop positive attitudes and a stamina for writing</p> <p>Write for different purposes to develop positive attitudes and a stamina for writing</p> <p>Consider what he/she is going to write by saying it out loud first</p> <p>Consider what he/she is going to write by writing down ideas and key words, including new vocabulary</p> <p>Encapsulate what he/she wants to write, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their writing, with the teacher or their peers</p> <p>Re-read writing to check that it makes sense and that the grammar is correct e.g. verb forms are consistent</p> <p>Proof-read to check for errors in spelling and punctuation</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Read aloud what he/she has written with appropriate intonation to make the meaning clear
--	--	------------------------------------------------------------------------------------------

Terminology that the children will understand and use:

Apostrophe
Possession
Contraction
Comma
Suffix
Verb
Adverb
Imperative verb
Tense (past, present, future)
Adjective
Noun
Noun phrase
Statement
Question
Exclamation
Command

Year 3: Knowledge

Pupils will know how to write for a range of real purposes and audience as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form of writing should take, such as narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils will know whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Skills		
Word Level	Sentence Level	Text Level
<p>Use 'a' or 'an' correctly</p> <p>Identify word families based on common root words</p> <p>Use adverbs to express time e.g. then, next, soon</p> <p>Use prepositions to express place e.g. before, after, in</p> <p>Use co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because</p>	<p>Build a varied and rich vocabulary, using sentence structures from English Appendix 2 (Nat. Curr. 2014)</p> <p>Use the present perfect form of verbs instead of the simple past tense e.g. He has gone out to play/He went out to play</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use the following punctuation consistently: capital letters, full stops, questions marks, exclamation marks to punctuate exclamation sentences and use commas to separate items in a list</p> <p>To begin to understand the term 'clause' and that there are two types – main (independent) and subordinate (dependent)</p>	<p>Plan his/her writing by discussion similar writing and to learn from its structure</p> <p>Plan his/her writing by discussion and recording ideas with a given structure</p> <p>Draft and write by composing and rehearsing sentences orally</p> <p>Draft and write by organising into paragraphs to group related material</p> <p>In narrative, create settings, characters and plot</p> <p>Use headings and sub-headings to organise non-fiction texts</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Propose changes to writing, linked to grammar and punctuation</p> <p>Proof-read for spelling errors</p> <p>Proof-read for punctuation errors, linked to capital letters, full stops,</p>

		<p>apostrophes, commas in lists and inverted commas</p> <p>Read his/her own writing out loud, using appropriate intonation so that the meaning is clear</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------

Terminology that the children will understand and use:

Clause
Subordinate clause
Determiner
Imperative
Word family
Conjunction
Adverb
Preposition
Direct speech
Inverted commas
Prefix
Consonant letter
Vowel letter

Year 4: Knowledge

Pupils will know how to write for a range of real purposes and audience as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form of writing should take, such as narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Skills		
Word Level	Sentence Level	Text Level
<p>Understand the difference between the plural and the possessive –s</p> <p>Use standard English forms for verb inflections e.g. we were, not was; I did, not I done</p> <p>Use apostrophes to mark plural possession e.g. the girls' names</p>	<p>Build a varied and rich vocabulary, using sentence structures from English Appendix 2 (Nat. Curr. 2014)</p> <p>Use noun phrases expanded by further modifying adjectives, nouns and phrases e.g. the teacher/the strict maths teacher with long, blonde hair</p> <p>Use fronted adverbials for time and place to open sentences</p> <p>Use commas after fronted adverbials</p> <p>Use nouns and pronouns effectively across sentences to avoid repetition and help cohesion</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!"</p> <p>Use the following punctuation consistently: capital letters, full stops, questions marks, exclamation marks to punctuate exclamation sentences</p>	<p>Plan his/her writing by discussing writing which is similar, learning from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas</p> <p>Draft and write by composing and rehearsing sentences orally</p> <p>Draft and write by organising paragraphs around a theme</p> <p>Draft and write narratives, creating settings, plot and characters</p> <p>Write with consideration for audience and purpose</p> <p>Draft and write non-narrative material, using simple organisational devices</p> <p>Evaluate and edit his/her work and the work of others, suggesting improvements</p>

	and use commas to separate items in a list	<p>Propose changes to the grammar and punctuation of a piece of writing to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Confidently read his/her own work to the class, using appropriate intonation, volume and tone so that the meaning is clear</p>
--	--------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Terminology that the children will understand and use:

- Pronoun**
- Possessive Pronoun**
- Apostrophe**
- Plural**
- Possession**
- Adverbial**
- Fronted adverbial**
- Determiner**

Year 5: Knowledge

Pupils should continue to understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. Children will know how to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Skills

Word Level	Sentence Level	Text Level
-------------------	-----------------------	-------------------

<p>Use different verb forms mostly accurately, with consideration for audience and purpose</p> <p>Ensure the correct use of tense throughout and piece of writing</p> <p>Ensure correct subject/verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and that of writing</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over-, re-</p> <p>Use modal verbs to indicate degrees of possibility e.g. might, should, must, will</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, finally</p>	<p>Use devices to build cohesion across sentences and paragraphs e.g. then, after that, firstly, first of all</p> <p>Link ideas across paragraphs using adverbials of time e.g. later; place e.g. nearby; number e.g. secondly</p> <p>Use relative clauses beginning with who, which, where, when, whose that – or an omitted relative pronoun</p> <p>Use a wide range of clause structures, varying their position within the sentence</p> <p>Use commas for clarity e.g. after fronted adverbials, around a relative clause</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Plan his/her writing by identifying the audience and purpose of the writing, using similar models</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on model texts where appropriate</p> <p>Plan his/her writing by considering how writers have developed their own characters and settings which the class have read, listened to or seen performed.</p> <p>Draft and write narratives, describing settings which convey a sense of atmosphere</p> <p>Draft and write narratives which describe characters and use their dialogue to move the story forward</p> <p>Précising longer passages</p> <p>Use organisational and presentational devices to structure a text e.g. headings, bullet points, etc.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Evaluate and edit by proposing changes to vocabulary, punctuation and grammar to enhance and clarify from English Appendix 2 (Nat. Curr. 2014)</p> <p>Proof-read for spelling errors</p> <p>Proof-read for punctuation errors, including brackets, commas or dashes for parenthesis and commas for clarity</p> <p>Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Terminology that the children will understand and use:

- Modal verb**
- Parenthesis**
- Bracket**
- Dash**
- Comma**
- Cohesion**
- Relative pronoun**
- Relative clause**

Year 6: Knowledge

Pupils should continue to understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.

Children should be able to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Skills

Word Level	Sentence Level	Text Level
<p>Consistently using adventurous vocabulary accurately and appropriately.</p> <p>Understand and identify all word classes.</p> <p>Investigate connecting words and phrases (collect examples, use the thesaurus, study how points are typically connected in different types of texts (position, sequence, logic)</p> <p>Use the perfect form of verbs to mark the relationship between time and cause</p> <p>Identify the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</p>	<p>Use detailed, expanded noun phrases to convey complicated information concisely, including adverbs and prepositional phrases</p> <p>Use a wide range of clause structures, varying their position within the sentence</p> <p>Use of the passive voice to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse vs The window in the greenhouse is broken</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags: He's your friend, isn't he?</p> <p>Understand the use of the subjunctive in some very formal writing and speech.</p>	<p>Plan his/her writing by identifying the audience and purpose of the writing, using similar models</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on model texts where appropriate</p> <p>Plan his/her writing by considering how writers have developed their own characters and settings which the class have read, listened to or seen performed</p> <p>Use layout devices such as headings, sub-headings, columns, bullet points or tables to structure the text</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence) and ellipsis</p>

<p>Use a wider range of modal verbs to indicate degrees of possibility</p>	<p>Use a wide range of punctuation to enhance meaning and effect</p> <p>Investigate conditionals in past and future, experimenting with transformations, discussing effects e.g. Speculating about possible cases (past) reviewing a range of options and their outcomes</p> <p>Secure use of semi-colons, colons and dashes to mark the boundary between independent clause</p> <p>Use a colon to introduce a list</p> <p>Use a semi-colon within a complex list</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark vs man-eating shark)</p>	<p>Draft and write narratives, describing settings which convey a sense of atmosphere</p> <p>Draft and write narratives which describe characters and use their dialogue to move the story forward</p> <p>Précising longer passages</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume and movement to ensure that meaning is clear</p> <p>Proof-read for punctuation errors, linked to what is taught across KS2</p> <p>Proof-read for spelling errors linked to KS2 spelling statements</p> <p>Evaluate and edit, ensuring the correct use of formal and informal language</p> <p>Evaluate and edit to ensure consistent and correct use of tense throughout a piece of writing</p>
----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Evaluate and edit, proposing changes to vocabulary, punctuation and grammar to enhance and clarify – linked to English Appendix 2 (Nat. Curr. 2014)
Terminology that the children will understand and use:		
Active and passive voice Subject and object Hyphen Synonym Antonym Ellipsis Colon Semi-colon Bullet points		