



Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

Writing Curriculum Document

We deeply **care** about the teaching and learning of Writing at Singlewell Primary School. Thus, we aim to ensure that writing is purposeful and enjoyable through a carefully sequenced, engaging and inclusive curriculum. We acknowledge that spoken language is key for writing and we understand how an embedded reading culture impacts the process. Therefore, through well-chosen, quality texts, pupils learn to develop a strong language for writing. Our inspiring teachers provide opportunities for pupils to immerse in a range of genres to feed their **curiosity**, and to further develop their self-expression through writing. Pupils engage their working memory by linking previous learning whilst providing **equal** opportunities for them to engage with exciting hooks and new experiences. Here at Singlewell Primary School, our writing process involves thoughtful planning; where pupils capture their ideas and orally rehearse through drama. We engage pupils in debates, discussions and self-reflections, building **resilience** as we edit to improve before publishing our masterpieces. We support pupils at every stage to develop themselves as **ambitious** writers. We are confident that as pupils go through their learning journey at our School, they would have thrived, flourished and would have been adequately prepared in a **safe** and well-stimulating environment ready to transition their writing skills to secondary school.

3-4 Years		Reception	Early Learning Goal	
Literacy	<ul style="list-style-type: none"> -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. -Write some or all of their name. -Write some letters accurately. 	<ul style="list-style-type: none"> -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Re-read what they have written to check that it makes sense. 	Word Reading	<ul style="list-style-type: none"> -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
			Comprehension	<ul style="list-style-type: none"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Communication and Language	<ul style="list-style-type: none"> -Engage in extended conversations about stories, learning new vocabulary. -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Engage in story times. -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. -Learn rhymes, poems and songs. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. 	Listening, Attention and Understanding	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
			Speaking	<ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

	Y1	Y2	Y3	Y4	Y5	Y6
C O M P O S I T I O N	Compose sentences orally before writing; talk about where the sentence begins and ends.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Discuss and develop initial ideas in order to plan and draft before writing.	Discuss and develop initial ideas in order to plan and draft before writing.	Discuss and develop ideas; routinely use the drafting process before and during writing.
	Attempt to write appropriately to the task.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Write to suit purpose, and show some features of the genre being taught.	Write to suit purpose and with a growing awareness of audience, using some appropriate features.	Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.	Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.
	Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.	Write about real events, maintaining form and purpose.	Create chronological narratives; write in sequence. Write simple beginning, middle, ending.	Organise writing into sections or paragraphs, including fiction and non-fiction.	Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)	Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.
	Compose orally and write simple poems.	Compose orally and write poetry in a variety of forms.	With scaffold, organise sections broadly, within a theme.	Appropriately use a range of presentational devices, including use of title and subheadings.	Use a range of presentational devices, including use of title, subheadings and bullet points.	Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.
	Re-read writing to check it makes sense.	Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Use headings and subheadings to aid presentation.	Use dialogue, although balance between dialogue and narrative may be uneven.	Use dialogue to indicate character and event. Describe characters, settings and plot, with growing precision.	Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.
	Discuss own writing with others; make simple changes where suggested.		Describe characters, settings and /or plot in a simple way, with some interesting details.	Describe characters, settings and plot, with some interesting details.		
		Evaluate own and others' writing, with direction; re-read and				

			check own writing; make changes.	Evaluate own and others' writing; proof read, edit and revise.	Find key words and ideas; begin to write a summary. Evaluate own and others' writing; with direction, proof read, edit and revise.	Integrate dialogue to convey character and advance the action. Describe characters, settings and atmosphere, with some precision. Summarise longer passages, when required. Evaluate own and others' writing; proof read, edit and revise.
V O C A B U L A R Y & G R A M M A R	Write sentences or sentence-like structures which can be clearly understood. Often use 'and' to join words and clauses. Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. Sometimes include adjectives for description.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but. Sometimes use subordination e.g. when, if, because. Use some varied vocabulary to create detail and interest, including adjectives to	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.	Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Usually maintain correct tense.	Write a range of clause structures, varying their position within the sentence. Use modal verbs to indicate degrees of possibility. Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. Understand and use active and passive voice.

	<p>Begin to use some features of Standard English e.g. I did.</p> <p>Terminology:</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>make noun phrases; adverbs and verbs.</p> <p>Identify word classes: noun, adjective, verb and adverb.</p> <p>Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.</p> <p>Use appropriate features of Standard English.</p> <p>Terminology:</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>	<p>Identify and use a range of prepositions.</p> <p>Identify direct speech.</p> <p>Consolidate knowledge of word classes: noun, adjective, verb, adverb.</p> <p>Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</p> <p>Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</p> <p>Terminology:</p> <p>preposition, conjunction word family, prefix clause subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas</p>	<p>Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</p> <p>Use expanded noun phrases and adverbial phrases to expand sentences.</p> <p>Identify the correct determiner e.g. a, an, these, those.</p> <p>Usually use the past or present tense, and 1st/3rd person, consistently.</p> <p>Terminology:</p> <p>determiner pronoun, possessive pronoun adverbial</p>	<p>Begin to recognise active and passive voice.</p> <p>Identify and select determiners.</p> <p>Choose vocabulary and grammar to suit formal and informal writing, with guidance.</p> <p>Use vocabulary which is becoming more precise.</p> <p>Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</p> <p>Terminology:</p> <p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Identify the subject and object.</p> <p>Identify synonym and antonym.</p> <p>Select vocabulary and grammar to suit formal and informal writing, mostly correctly.</p> <p>Use vocabulary which is varied, detailed and precise, including preposition phrases and expanded noun phrases.</p> <p>Use a dictionary and thesaurus to define words and expand vocabulary.</p> <p>Terminology:</p> <p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>
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P U N C T U A T I O N	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.	Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.	Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Begin to use inverted commas for direct speech.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. Use inverted commas accurately for direct speech.	Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.	Use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. Use bullet points consistently.
H A N D W R I T I N G	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. Capital letters formed correctly for some names of people, places and the days of the week. Some spaces are left between words, although inconsistent. Most letters sit on the line correctly.	Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.	Writing is legible. Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case. Writing is usually spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined, according to the school's handwriting approach.	Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Writing is spaced sufficiently so that ascenders and descenders do not meet. Appropriate letters are joined consistently.	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Writing is legible and fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

S P E L L I N G	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Write from memory, simple dictated sentences which include familiar words and GPCs.	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Write from memory, dictated sentences which include words from the ks2 curriculum.	Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.
	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.	Spell common decodable two and three syllable words which include familiar graphemes.	Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.	Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-	Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.	Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.	Accurately spell words with suffixes-ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.	Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.	Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically.	Spell correctly words with letters which are not sounded e.g. knight, solemn.	Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.
	Spell most common exception words in the YR 1 spelling appendix.	Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.	Write words spelt ei, eigh or ey e.g. vein, weight, obey.	Write words spelt ch e.g. scheme, chemist, chef.	Use the hyphen to join a prefix to a root e.g. re-enter.	Spell some challenging homophones from the YR 5-6 spelling appendix.
	Recognise and spell a set of simple compound words.	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.	Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear;	Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.	Spell some homophones from the YR 5-6 spelling appendix.	Spell some challenging homophones from the YR 5-6 spelling appendix.
	Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.	Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.	Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.	Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.	Spell most words from the YR 3-4 statutory word list and some words from the YR 5-6.	Spell most words from the YR 5-6 statutory word list.
	Name the letters of the alphabet in order.		Spell some words from the YR 3-4 statutory word list.	Spell most words from the YR 3-4 word list.		