



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 recognise that oracy skills are fundamental to learning to write, as the ability to articulate ideas verbally lays the foundation for expressing them effectively in written form. 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. We also ensure pupils' personal development is enriched through a diverse range of texts that reflect different cultures, perspectives and experiences, helping them to grow as empathetic, respectful and informed individuals. 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.

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

			punctuation; make revisions.	I can evaluate my own and others' writing, with direction; re-read and check own writing; make changes.	and plot, with some interesting details. I can evaluate my own and others' writing; proof read, edit and revise.	I can describe characters, settings and plot, with growing precision. I can find key words and ideas; begin to write a summary. I can evaluate my own and others' writing; with direction, proof read, edit and revise.	use of bullet points, tables and columns, to guide the reader. I can integrate dialogue to convey character and advance the action. I can describe characters, settings and atmosphere, with some precision. I can summarise longer passages, when required. I can evaluate my own and others' writing; proof read, edit and revise.
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V O C A B U L A R Y & G R A M M A R	I can use familiar words to describe what is happening. I can use adjectives to add detail to my sentences. I can use simple sentence structures. I can begin to use time words such as <i>and, then, because.</i> I can use talk to improve my ideas before writing.	I can write sentences or sentence-like structures which can be clearly understood. I can often use 'and' to join words and clauses. I can sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. I can sometimes include adjectives for description. I can begin to use some features of Standard English e.g. I did. Terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	I can write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. I can co-ordinate sentences using and, or, but. I can sometimes use subordination e.g. when, if, because. I can use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. I can identify word classes: noun, adjective, verb and adverb. I can choose the past or present tense, mostly correctly and consistently.	I can write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. I can express time, place and cause using conjunctions e.g. when, before, after, while, so, because. I can use coordinating and simple subordinating conjunctions to join clauses. I can identify and use a range of prepositions. I can identify direct speech. I can consolidate knowledge of word classes: noun, adjective, verb, adverb.	I can write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. I can experiment with sentences with more than one clause. I can use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. I can use time connectives. I can vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... I can use expanded noun phrases and adverbial phrases to expand sentences.	I can write a range of sentence structures which are grammatically accurate. I can understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose I can indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. I can usually maintain correct tense. Begin to recognise active and passive voice. I can identify and select determiners. I can choose vocabulary and grammar to suit formal and informal writing, with guidance.	I can write a range of clause structures, varying their position within the sentence. I can use modal verbs to indicate degrees of possibility. I can maintain correct tense; also control perfect form of verbs e.g. He has collected some shells. Understand and use active and passive voice. Identify the subject and object. I can identify synonym and antonym. I can select vocabulary and grammar to suit formal and informal writing, mostly correctly. I can use vocabulary which is varied,

			I can experiment with the progressive form e.g. she was swimming. I can use appropriate features of Standard English. Terminology: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	I can use 'a' or 'an' according to whether the next word begins with a consonant or vowel. I can usually use the past or present tense appropriately. I can sometimes use the present perfect e.g. He has gone out to play. Terminology: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas	I can identify the correct determiner e.g. a, an, these, those. I can usually use the past or present tense, and 1st/3rd person, consistently. Terminology: determiner pronoun, possessive pronoun adverbial	I can use vocabulary which is becoming more precise. I can use a dictionary and thesaurus to check the meaning of words and expand vocabulary. Terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	detailed and precise, including preposition phrases and expanded noun phrases. I can use a dictionary and thesaurus to define words and expand vocabulary. Terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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P U N C T U A T I O N	I can sometimes use a capital letter at the start of my sentence. I can sometimes use a full stop at the end of my sentence. I can leave spaces between words.	I can use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.	I can 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.	I can demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. I can begin to use inverted commas for direct speech.	I can 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. I can use inverted commas accurately for direct speech.	I can demarcate sentences correctly. Use comma for a pause in complex sentences. I can begin to use punctuation for parenthesis: brackets, commas, dashes.	I can use inverted commas, commas and punctuation for parenthesis mostly correctly; use some dashes, semi-colons, colons and hyphens. I can use bullet points consistently.
	I can hold my pencil correctly. I can form most lower-case letters correctly. I can write some capital letters. I can write my name. I can begin to control letter size and orientation. I can write letters mostly on the line.	Most of my letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. My capital letters are formed correctly for some names of people, places and the days of the week. Some spaces are left between my words, although inconsistent.	I can hold my pencil correctly. My writing is legible. All my 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 of my letters are joined correctly, according to the	My writing is legible. My letters are gaining in consistency of size and formation. My capital letters are the correct size relative to lower case. My writing is usually spaced sufficiently so that ascenders and descenders do not meet. My letters are appropriately joined, according to the	My 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. My letters are consistently joined.	My writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) I can correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	My writing is legible and fluent. (Quality may not be maintained at speed.) I can correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

		Most letters sit on the line correctly.	school's handwriting approach.	school's handwriting approach.			
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S P E L L I N G	I can understand the link between the shape of a letter and the sound it represents.	I can write from memory, simple dictated sentences containing the GPCs and words taught so far.	I can write from memory, simple dictated sentences which include familiar words and GPCs.	I can write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	I can write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	I can write from memory, dictated sentences which include words from the ks2 curriculum.	I can write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.
	I can identify more than one sound in CVC words verbally and attempt to write them down.	I can spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.	I can spell common decodable two and three syllable words which include familiar graphemes.	I can use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.	I can use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-	I can 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.	I can 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.
	I can spell words by identifying sounds in them and representing the sounds with a letter or letters.	I can 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.	I can accurately spell words with suffixes -ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.	I can spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.	I can add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically.	I can spell correctly words with letters which are not sounded e.g. knight, solemn.	I can use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.
	I can write simple phrases and sentences that can be read by others.	I can spell most common exception words in the YR 1 spelling appendix.	I can spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.	I can write words spelt ei, eigh or ey e.g. vein, weight, obey.	I can write words spelt ch e.g. scheme, chemist, chef.	I can use the hyphen to join a prefix to a root e.g. re-enter.	I can spell some challenging homophones from the YR 5-6 spelling appendix.
		I can recognise and spell a set of simple compound words.		I can spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear;	I can spell most homophones in the YR 3-4 spelling appendix e.g.	I can spell some homophones from the YR 5-6 spelling appendix.	I can spell some homophones from the YR 5-6 spelling appendix.
		I can understand the difference between singular and plural. Add suffixes s and es	I can spell most common homophones in YR			I can spell most words from the YR 3-4 statutory word	I can spell most words from the YR

		to words e.g. cats, witches, catches. I can name the letters of the alphabet in order.	2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. I can spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.	I can embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats. I can spell some words from the YR 3-4 statutory word list.	accept, except; scene, seen. I can 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. I can spell most words from the YR 3-4 word list.	list and some words from the YR 5-6.	5-6 statutory word list.
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