



# English - Writing Curriculum Overview



## Composition

	Milestone 1	Milestone 2	Milestone 3
<b>Write with purpose</b>  This concept involves understanding the purpose or purposes of a piece of writing.	<ul style="list-style-type: none"> <li>Say first and then write to tell others about ideas.</li> <li>Write for a variety of purposes.</li> <li>Plan by talking about ideas and writing notes.</li> <li>Use some of the characteristic features of the type of writing used.</li> <li>Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>Use the main features of a type of writing (identified in reading).</li> <li>Use techniques used by authors to create characters and settings.</li> <li>Compose and rehearse sentences orally.</li> <li>Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience for writing.</li> <li>Choose the appropriate form of writing using the main features identified in reading.</li> <li>Note, develop and research ideas.</li> <li>Plan, draft, write, edit and improve.</li> </ul>
<b>Use imaginative description</b>  This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> <li>Use well-chosen adjectives to add detail.</li> <li>Use names of people, places and things.</li> <li>Use well-chosen adjectives.</li> <li>Use nouns and pronouns for variety.</li> <li>Use adverbs for extra detail.</li> </ul>	<ul style="list-style-type: none"> <li>Create characters, settings and plots.</li> <li>Use alliteration effectively.</li> <li>Use similes effectively.</li> <li>Use a range of descriptive phrases including some collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Use the techniques that authors use to create characters, settings and plots.</li> <li>Create vivid images by using alliteration, similes, metaphors and personification.</li> <li>Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
<b>Organise writing appropriately</b>  This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> <li>Re-read writing to check it makes sense.</li> <li>Use the correct tenses.</li> <li>Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use organisational devices such as headings and sub headings.</li> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>Choose effective grammar and punctuation.</li> </ul>



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			<ul style="list-style-type: none"> <li>Ensure correct use of tenses throughout a piece of writing.</li> </ul>
<b>Use paragraphs</b> This concept involves understanding how to group ideas so as to guide the reader.	<ul style="list-style-type: none"> <li>Write about more than one idea.</li> <li>Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme.</li> <li>Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Write paragraphs that give the reader a sense of clarity.</li> <li>Write paragraphs that make sense if read alone.</li> <li>Write cohesively at length</li> </ul>
<b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.	<ul style="list-style-type: none"> <li>Write so that other people can understand the meaning of sentences.</li> <li>Sequence sentences to form clear narratives.</li> <li>Convey ideas sentence by sentence.</li> <li>Join sentences with conjunctions and connectives.</li> <li>Vary the way sentences begin.</li> </ul>	<ul style="list-style-type: none"> <li>Use a mixture of simple, compound and complex sentences.</li> </ul> <p>Write sentences that include:</p> <ul style="list-style-type: none"> <li>conjunctions</li> <li>adverbs</li> <li>direct speech, punctuated correctly</li> <li>clauses</li> <li>adverbial phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences that include:</li> <li>relative clauses</li> <li>modal verbs</li> <li>relative pronouns</li> <li>brackets</li> <li>parenthesis</li> <li>a mixture of active and passive voice</li> <li>a clear subject and object</li> <li>hyphens, colons and semi colons</li> <li>bullet points.</li> </ul>



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## Transcription

	Milestone 1	Milestone 2	Milestone 3
<b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation.	<ul style="list-style-type: none"><li>• Sit correctly and hold a pencil correctly.</li><li>• Begin to form lower-case letters correctly.</li><li>• Form capital letters.</li><li>• Form digits 0-9.</li><li>• Understand letters that are formed in similar ways.</li><li>• Form lower-case letters of a consistent size.</li><li>• Begin to join some letters.</li><li>• Write capital letters and digits of consistent size.</li><li>• Use spacing between words that reflects the size of the letters.</li></ul>	<ul style="list-style-type: none"><li>• Join letters, deciding which letters are best left un-joined.</li><li>• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</li></ul>	<ul style="list-style-type: none"><li>• Write fluently and legibly with a personal style.</li></ul>



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## Spell correctly

This concept involves understanding the need for accuracy.

- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drink**s**).
- Use the prefix un.
- Use suffixes where no change to the spelling of the root word is needed: help**ing**, help**ed**, help**er**, eat**ing**, quick**er**, quick**est**.
- Use spelling rules.
- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).

- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Spell correctly often misspelt words.
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.
- Spell the vast majority of words correctly.



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|  | <ul style="list-style-type: none"><li>• Add suffixes to spell longer words (-ment, -ness, -ful and -less).</li><li>• Use the possessive apostrophe. (singular) (for example, the girl's book)</li><li>• Distinguish between homophones and near-homophones.</li></ul> |  |  |
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<p><b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.</p>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Use the word 'and' to join words and sentences.</li> <li>• Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.</li> <li>• Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</li> <li>• Use sentences with different forms: statement, question, exclamation and command.</li> <li>• Use extended noun phrases to describe and specify (e.g. the blue butterfly).</li> <li>• Use subordination (when, if, that or because).</li> <li>• Use coordination (or, and, but).</li> <li>• Use some features of standard written English.</li> <li>• Use the present and past tenses correctly, including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:</li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Using fronted adverbials.</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• Using and punctuating direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of writing concepts by:</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using expanded noun phrases to convey complicated information concisely.</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> </ul> <p><b>Indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> <li>• Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list.</li> <li>• Punctuating bullet points consistently.</li> </ul>
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# English - Writing Curriculum Overview



## Analysis and Presentation

	Milestone 1	Milestone 2	Milestone 3
<b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing	<ul style="list-style-type: none"> <li>Discuss writing with the teacher and other pupils.</li> </ul> <p><b>Use and understand grammatical terminology in discussing writing:</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Use and understand grammatical terminology in discussing writing:</li> <li>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</li> </ul>	<p><b>Use and understand grammatical terminology when discussing writing and reading:</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>pronoun, possessive pronoun, adverbial.</li> </ul>	<p><b>Use and understand grammatical terminology when discussing writing and reading:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.</li> </ul>
<b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.	<ul style="list-style-type: none"> <li>Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>Read aloud writing with some intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud writing to a group or whole class, using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Perform compositions, using appropriate intonation and volume.</li> </ul>