

Comberton Primary School

English Curriculum- Writing

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Writing Intent

At Comberton, we intend for our children to leave as confident, capable and independent writers, who not only understand the purpose and importance of writing but also develop a love for language and enjoy the writing process. Accurate oral, transcription and composition skills are vital in preparing children for their future life.

The aims of teaching Writing in our school are to develop pupils who:

- show high levels of engagement and exhibit positive attitudes towards writing
- develop a love of language, which they can apply competently, confidently and independently as speakers, readers and writers
- have an awareness of different audiences and purposes for writing: to inform, discuss, persuade and entertain
- apply their grammatical knowledge in their writing
- apply their phonetic and spelling knowledge in their writing
- are reflective on their writing and edit their work accordingly
- build a rich vocabulary
- develop a wider understanding of the world around them through exposure to diverse texts
- explore a range of cultures, traditions, opinions and beliefs through exposure to diverse texts
- apply their knowledge, skills and understanding of the English language in all areas of the curriculum

National Curriculum Overview

Statutory Framework for the Early Years Foundation Stage: Writing (page 13)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

National Curriculum: Writing

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Writing Overview

Stimulus

Purpose of Writing

Text Type Outcomes

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>A Squash and a Squeeze</p> <p>Charlie Cook's Favourite Book</p> <p>The Smartest Giant in Town</p> <p>Stick Man</p> <p>The Princess and the Wizard</p> <p>The Highway Rat</p> <p>Writing to entertain</p> <p>Recognise some sounds, form them correctly. GPC.</p> <p>Record initial sounds and VC/CVC words.</p> <p>Record captions/short sentences.</p> <p>Fire Fighters</p> <p>We're Going On a Bear Hunt</p> <p>Mr Gumpy's Motor Car</p> <p>The Train Ride</p> <p>The Gingerbread Man</p> <p>Whatever Next!</p> <p>The Snowman</p> <p>Writing to inform</p> <p>To record captions/short sentences applying known sounds.</p>	<p>What makes me a me?</p> <p>To Inform</p> <p>Simple sentences about themselves</p> <p>Owl Babies</p> <p>To entertain</p> <p>Description of how the owls felt.</p> <p>Owl Visit (Falconry Centre)</p> <p>To Inform</p> <p>Simple recount of the visit</p> <p>Owls (a range of non-fiction texts)</p> <p>To Inform</p> <p>Simple sentences about owls</p> <p>Gruffalo</p> <p>To entertain</p> <p>Description of the Gruffalo</p> <p>Little Red Riding Hood</p> <p>To entertain</p> <p>Description of the Gruffalo</p>	<p>The Way Back Home</p> <p>To entertain</p> <p>Narrative retelling</p> <p>Solar system</p> <p>Non-chronological report</p> <p>To inform</p> <p>Non-chronological report</p> <p>Stardust</p> <p>To entertain</p> <p>Narrative retelling</p> <p>The Darkest Dark</p> <p>To entertain</p> <p>Setting description</p> <p>Mog's Christmas Calamity (visual literacy)</p> <p>To entertain</p> <p>Narrative retelling</p>	<p>Marshmallows (visual literacy)</p> <p>To entertain</p> <p>Character description</p> <p>The Egg</p> <p>To entertain</p> <p>Mini-narrative</p> <p>The Bear and the Piano</p> <p>To entertain</p> <p>Narrative – describe the journey</p> <p>Stone Age Boy</p> <p>To entertain</p> <p>Narrative – retelling</p> <p>The Day the Crayons Quit</p> <p>To persuade</p> <p>Persuasive letter</p> <p>Bear and Hare (visual literacy)</p> <p>To entertain</p> <p>3rd person narrative</p>	<p>The Moon Man</p> <p>To inform</p> <p>Recount of Scarecrow's visit (Letter).</p> <p>The Minpins</p> <p>To entertain</p> <p>Character description</p> <p>To entertain</p> <p>Setting description</p> <p>To entertain</p> <p>Narrative of a section</p> <p>Hindu temple trip visit</p> <p>To inform</p> <p>Recount of our visit to Hindu temple</p> <p>Roman Diaries</p> <p>To inform</p> <p>Diary entry of a Roman</p> <p>Voices in the Park</p> <p>To entertain</p> <p>Narrative – introducing a new character</p> <p>Rose Blanche</p> <p>To entertain</p> <p>Character description</p> <p>To inform</p> <p>Write a letter in role</p> <p>Non chronological reports – animals</p> <p>To inform</p> <p>Non-chronological report about a spider</p>	<p>10 word stories</p> <p>To entertain</p> <p>Create part of a narrative</p> <p>Robot girl</p> <p>To inform</p> <p>Email to a character</p> <p>To entertain</p> <p>Narrative – write the ending</p> <p>Bishops Wood visit</p> <p>To inform</p> <p>Recount of our visit</p> <p>Short</p> <p>To entertain</p> <p>Narrative of a horror/mystery story</p> <p>The Lost Thing</p> <p>To entertain</p> <p>Narrative of a section of the story</p> <p>To persuade</p> <p>Persuasive advert</p> <p>Clockwork Crow</p> <p>To entertain</p> <p>Retell a suspense scene</p> <p>To entertain</p> <p>Setting description</p>	<p>Matilda</p> <p>To entertain</p> <p>Character description</p> <p>To entertain</p> <p>Setting description</p> <p>Tuesday</p> <p>To entertain</p> <p>Retell the story</p> <p>To entertain</p> <p>Write a sequel</p> <p>Viking diaries</p> <p>To inform</p> <p>Write contrasting diaries as a Viking/ Monk.</p> <p>Anti-Bullying Week</p> <p>To inform</p> <p>Non-chronological report</p> <p>Suspense and tension (forest)</p> <p>To entertain</p> <p>Setting description using suspense and tension</p> <p>Dracula</p> <p>To entertain</p> <p>Continue the narrative</p> <p>How the Grinch Stole Christmas</p> <p>To inform</p> <p>Instructions</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring	<p>The Three Billy Goats Gruff Goldilocks and the Three Bears The Three Little Pigs Cinderella Jack and the Beanstalk Writing to entertain To write a simple sentence using some punctuation and apply known sounds.</p> <p>Tadpole to Frog The Very Hungry Caterpillar/From Caterpillar to Butterfly Lifecycle: From Egg to Chicken/Watch me grow – Ducklings What the Ladybird Heard/Life Story of a Ladybird The Snail and the Whale/Snail Writing to inform To write a simple, factual sentence using some punctuation and apply known sounds.</p>	<p>The Queen’s Hat To entertain Simple story or part of a story</p> <p>London Landmarks (a range of non-fiction texts) To inform Simple sentences about landmarks (under headings)</p> <p>Great Fire of London (a range of non-fiction texts) To inform Diary entry as Samuel Pepys</p> <p>Aston Hall Trip To inform Recount of trip</p> <p>Paddington Bear To inform Instructions to make a marmalade sandwich</p>	<p>Jack and the Beanstalk To entertain Narrative – retell</p> <p>Synagogue trip To inform Recount of our visit</p> <p>Florence Nightingale To entertain Setting description of hospital</p> <p>To inform Letter from Florence Nightingale recounting a trip to Scutari Hospital</p>	<p>When Ocean Meets Sky To entertain Setting description</p> <p>School trip to Lower Smite Farm To inform Recount</p> <p>The Wizard, the Ugly and the Book of Shame To entertain Diary entry</p> <p>Rocks To inform Non-chronological report</p>	<p>Stone Lion To entertain To retell the story and include their own rescue plan</p> <p>Instructional writing To inform Instructions</p> <p>Think Tank visit To inform Recount of our visit to Think Tank</p> <p>The Old Mill To entertain Suspense narrative</p> <p>Newspaper Recount Goldilocks To inform Newspaper report</p> <p>The Promise To entertain Narrative</p>	<p>Pandora’s Box To entertain 1st person narrative recount - creation</p> <p>To entertain 3rd person narrative of opening the box</p> <p>Howard Carter’s Diary To inform Diary of Tutankhamun’s discovery</p> <p>Mummification instructions To inform Write a set of instructions on how to make a Mummy</p> <p>Orphans of the Tide To entertain Character description</p> <p>Texts/visit about South-American Animals To inform Non-Chronological report about a South-American animal</p> <p>Nowhere Emporium To entertain Setting description of the interior and exterior</p> <p>To entertain Retell/continue a section of the story</p>	<p>Discussion texts To discuss Discuss a topic of personal interest</p> <p>Persuasive texts To persuade Persuasive speech to take action against global warming</p> <p>Persuasive adverts To persuade Persuasive advert visit their imaginary hotel</p> <p>Instructions To inform Write instructions linked to a book</p> <p>The Piano To entertain Tell a flashback story.</p> <p>Aquila To inform Newspaper report</p> <p>To entertain Write a sequel</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer	<p>Goldy Luck and the Three Pandas The Kapok Tree The Tiger Who Came to Tea Elephants'/Elmer Pup To Shark The Polar Bears Home Italy ABC: A Book about the People and Places of Italy <i>To entertain</i> <i>To write a simple sentence including a conjunction (and) and using punctuation.</i></p> <p>Dinosaurumpus/Harry and the Bucketful of Dinosaurs How to wash a woolly mammoth Cavemen Dave The Kings Hat The Paper Bag Princess Pirate Post <i>To inform</i> <i>To write simple sentences including a conjunction (and) with a capital letter, finger spaces and punctuation.</i></p>	<p>Lost and Found <i>To entertain</i> <i>Retell the story</i></p> <p>Penguins (a range of non-fiction texts) <i>To inform</i> <i>Non-chronological report</i></p> <p>Class Three at Sea <i>To entertain</i> <i>Retell a section of the story</i></p> <p>The Pirates Next Door <i>To entertain</i> <i>Diary entry as Tilda</i></p> <p>Come Away from the Water, Shirley <i>To entertain</i> <i>Write a story</i></p>	<p>The Owl Who Was Afraid of the Dark <i>To entertain</i> <i>Narrative – retell</i></p> <p>Cheetah Report <i>To inform</i> <i>Non-Chronological report</i></p> <p>Visit to Bishops Wood <i>To inform</i> <i>Recount of our visit</i></p> <p>Little Red Reading Hood <i>To entertain</i> <i>Diary entry in role as character</i></p>	<p>Charlie and the Chocolate Factory <i>To entertain</i> <i>Create a setting and describe</i></p> <p><i>To persuade</i> <i>Persuasive advert</i></p> <p>Chocolate's Journey from Bean to Bar <i>To inform</i> <i>Explanation text</i></p> <p>Theseus and the Minotaur <i>To entertain</i> <i>Narrative – maze and fight scene</i></p>	<p>Escape from Pompeii <i>To entertain</i> <i>Narrative-alternative ending</i></p> <p>Greta and the Giants <i>To persuade</i> <i>Poster to persuade people to look after their environment</i></p> <p>Bee keeper visit <i>To inform</i> <i>Explanation of how bees live and make honey</i></p> <p><i>To inform</i> <i>Formal letter to the beekeeper</i></p>	<p>Deforestation texts <i>To inform</i> <i>Write a balanced argument about cutting down of rainforests</i></p> <p>Ed Stafford Biography <i>To inform</i> <i>Biography about Ed Stafford</i></p> <p>Envirosort visit <i>To inform</i> <i>Explanation of the recycling process</i></p> <p>Beowulf <i>To entertain</i> <i>Write the battle scene</i></p> <p><i>To persuade/inspire</i> <i>Pre-battle speech for the soldiers</i></p>	<p>Paradise Garden <i>To entertain</i> <i>To describe with contrast.</i> <i>To entertain</i> <i>Narrative retelling</i></p> <p>Young Citizens Visit <i>To inform</i> <i>Letter to say thank you for an event attended</i></p> <p>Goodnight Mr Tom <i>To record events/inform</i> <i>Write a diary entry in role WW2</i></p>

Writing Curriculum

Writing Progression							
Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<ul style="list-style-type: none"> ● Spell words by identifying sounds in them and representing the sounds with a letter or letters 	See separate progression map					
Transcription	<ul style="list-style-type: none"> ● write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> ● write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> ● write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			
Handwriting	<ul style="list-style-type: none"> ● write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> ● sit correctly at a table, holding a pencil comfortably and correctly ● begin to form lower-case letters in the correct direction, starting and finishing in the right place ● form capital letters ● form digits 0-9 ● understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> ● form lower-case letters of the correct size relative to one another ● 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 ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ● use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting 		<ul style="list-style-type: none"> ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choosing the writing implement that is best suited for a task 	
Contexts for Writing			<ul style="list-style-type: none"> ● writing narratives about personal experiences and those of others (real and fictional) ● writing about real events ● writing poetry ● writing for different purposes 	<ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 		<ul style="list-style-type: none"> ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	
Planning		<ul style="list-style-type: none"> ● saying out loud what they are going to write about ● composing a sentence orally before writing it 	<ul style="list-style-type: none"> ● planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> ● discussing and recording ideas ● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 		<ul style="list-style-type: none"> ● noting and developing initial ideas, drawing on reading and research where necessary 	
Drafting		<ul style="list-style-type: none"> ● sequencing sentences to form short narratives ● re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> ● writing down ideas and/or keywords, including new vocabulary ● encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> ● organising paragraphs around a theme ● in narratives, creating settings, characters and plot ● in non-narrative material, using simple organisational devices (headings & subheadings) 		<ul style="list-style-type: none"> ● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ● précising longer passages ● using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader 	
Editing		<ul style="list-style-type: none"> ● discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> ● evaluating their writing with the teacher and other pupils ● rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ● proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing and suggesting improvements ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● proofread for spelling and punctuation errors 		<ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proofread for spelling and punctuation errors 	

Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing		<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 		
Vocabulary		<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 		
Grammar		<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co- ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation		<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Terminology		<ul style="list-style-type: none"> letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma 	<ul style="list-style-type: none"> adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

See Appendix 1:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Spelling Progression						
Sound Progression	Set 1	m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, z, x sh, ch, qu, th, ng, nk, ck, ss, ll, ff, zz.				
	Set 2	ay as in play ee as in see igh as in high ow as in snow oo as in zoo oo as in book ar as in car or as in for air as in fair ir as in swirl ou as in out oy as in toy				
	Set 3	ea as in tea oi: spoil the boy a-e: make a cake i-e: nice smile o-e: phone home u-e: huge brute aw: yawn at dawn are: share and care ur: purse for a nurse er: a better letter ow: brown cow ai: snail in the rain oa: goat in a boat ew: chew the stew ire: fire fire! ear: hear with your ear ure: sure it's pure? tion: (celebration) tious / cious: (scrumptious / delicious) e: he me we she be				
	Additional Sounds	ue ie au e-e ck kn wh ph				
Alternative Vowel Graphemes	Sound	Year 1	Year 2	Year 3	Year 4	Year 5
	ai	ay- day a-e- cake ai- rain	ea- break a (long)- April	ei- vein eigh- eight ey- grey aigh- straight		
	oi	oy- boy oi- spoil				
	ee	ee- bee ea- each e-e- theme y- very e- be, me, she ie- chief, thief	y- very ey- donkey eo- people			ei (i before the e except after c rule) ceiling
	igh	igh-high i-e- like ie- tie	-y- sky l (long)- find	eigh- height ye- bye		
	oa	ow- snow o-e- home oa- goat o- go, so	oe-toe	ough- though, dough		
	oo	oo-zoo u-e- rule ew-grew ue-clue		ough- through		
	y-oo	ew-news ue-Tuesday u-e -amuse	u- unit	eu-feud		
	a					
	i			ui-build u-busy y spelt elsewhere than at the end of words- myth		
e		ea- bread a-many				
o		a - want				
u	oo- book	o- mother oul- should, would, could	ou- double oul		ough- thorough, borough	

	ar	ar-car			
	or	or-fork aw-yawn au- August our- your	ore- sore al/all- call ar- war oor- door	ough- caught	ough- bought, thought, fought alongside other sounds uff (rough, tough, enough) off (cough)
	air	air- fair are-care	ear- bear		
	ow	ou- cloud ow- now			ow- plough
	ir	ir- bird ur- nurse er- better	or- word	ear- learnt, heard	
	ure	ure-pure		sure-measure ture- furniture	
	ear	ear	eer- peer ere- here		
Alternative Consonant Graphemes	l	ll	-le- table -el- camel -al- pedal -il- pencil		
	h	h	wh- whole		
	m	mm			mb- thumb
	n	nn	kn- knock gn- gnat		mn- solemn
	r	rr	wr- write		
	j		g- gem ge- age dge- bridge		
	f	ff ph			
	s	ss se- house	c- city ce- race	sc- science	
	v	ve- have			
	w	wh- whale			
	g	gg	gu- guard	gue-league	
	b	bb			
	d	d dd -ed (suffix)			
	t	t tt -ed (suffix)			
	c	k ck		ch- scheme que- antique	
	z	zz			
	zh		s	sure	

	tion		tion	sion ssion cian	
	sh		s- sugar	ch- chef	cious tious
	ch	-tch- scratch			
	th	th			
	ng	ng nk			
Spelling Rules					
Year 1	Division of words into syllables -tch sound at the end of words after a single vowel letter (usually) The /v/ sound at the end of words To spell simple compound words To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes				
Year 2	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y The /s/ sound spelt c before e, i and y The /n/ sound spelt kn and (less often) gn at the beginning of words The /r/ sound spelt wr at the beginning of words The /l/ or /əl/ sound spelt -le at the end of words The /l/ or /əl/ sound spelt -el at the end of words The /l/ or /əl/ sound spelt -al at the end of words Words ending -il Words ending -tion The /ɔ:/ sound spelt a before l and ll The /i:/ sound spelt -ey The /b/ sound spelt a after w and qu The /z/ sound spelt or after w The /ɔ:/ sound spelt ar after w The /ʒ/ sound spelt s Homophones and near-homophones To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).				
Year 3 and 4	Adding suffixes beginning with vowel letters to words of more than one syllable The /t/ sound spelt y elsewhere than at the end of words The /ʌ/ sound spelt ou Words with endings sounding like /ʒə/ or /tʃə/ Endings which sound like /ʒən/ Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) Words with the /s/ sound spelt sc (Latin in origin) Words with the /eɪ/ sound spelt ei, eigh, or ey Possessive apostrophe with plural words To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.				
Year 5 and 6	Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.				

Homophones and near-homophones				accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great grown/groan here/hear heel/heal/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on	
Prefixes and Suffixes		Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word Adding the prefix un-	The suffixes –ment, –ness, –ful, –less and –ly Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The suffix –ous –ation –ly Prefixes un– dis– mis– in– il- im- ir- re– sub– inter– super– anti– auto–	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able –ible –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer	
Common Exception Words	I, the, he, me, to, no, she, they, we, go, said	To spell all Y1 common exception words correctly To spell days of the week correctly	To spell all Year 1 and Year 2 common exception words correctly.	To spell many of the Year 3 and Year 4 statutory spelling words correctly.		To spell many of the Year 5 and Year 6 statutory spelling words correctly.

Writing Assessment

Nursery

3 and 4 year olds

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.

Reception - At the end of EYFS

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Writing Assessment

Key Indicators in Year 1

	Transcription	Vocabulary, Spelling, Punctuation and Grammar	Composition
1	<ul style="list-style-type: none"> ○ Application of phonics ○ Letter formation of lower case and some capital letters/number formation secure ○ Orientation on page secure (e.g. spacing, sizing etc) 	<ul style="list-style-type: none"> ○ Some sentences demarcated with capital letters ○ Some sentences demarcated with full stops ○ Some use of exclamation marks or question marks ○ Basic affixes (e.g. un/ing/s/es) 	<ul style="list-style-type: none"> ○ Write simple dictated sentences ○ Orally compose and record a sentence ○ Sequence sentences to form a short narrative

Writing Assessment

Key Indicators in Year 2

	Transcription	Vocabulary, Spelling, Punctuation and Grammar	Composition
2	<ul style="list-style-type: none"> ○ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ○ Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> ○ Demarcate most sentences in their writing with capital letters and full stops ○ Use question marks and exclamation marks correctly when required ○ Begin to use commas for lists, apostrophes for contraction and apostrophes for singular possession ○ Use present and past tense mostly correctly and consistently (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses ○ Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others ○ Spell many common exception words 	<ul style="list-style-type: none"> ○ Write simple, coherent narratives about personal experiences and those of others (real or fiction) ○ Write about real events, recording these simply and clearly

Writing Assessment

Key Indicators in Year 3

	Transcription	Vocabulary, Spelling, Punctuation and Grammar	Composition
3	<ul style="list-style-type: none"> ○ Fluent handwriting with evidence of learning to join ○ Spelling using phonics confidently (e.g. selection of appropriate alternative GPC) ○ Spelling high-frequency words securely ○ Check spelling using a dictionary ○ Identify and correct basic transcriptional errors 	<ul style="list-style-type: none"> ○ Select the appropriate spelling of homophones (e.g. there, where, one, two) ○ Subordination to join clauses (e.g. after, while, because) ○ Basic knowledge of present/past tense ○ Basic knowledge of 1st/3rd person ○ Inverted commas to mark dialogue ○ Correct use of <u>a</u> or <u>an</u> ○ Detail added through expanded noun phrases, adverbs and prepositions 	<ul style="list-style-type: none"> ○ Write dictated sentences containing spellings and punctuation taught so far ○ Write well-organised paragraphs ○ Plan, draft and edit simple whole texts that follow a tight structure ○ Create simple narrative settings and characters

Writing Assessment

Key Indicators in Year 4

	Transcription	Vocabulary, Spelling, Punctuation and Grammar	Composition
4	<ul style="list-style-type: none"> ○ Joined fluent handwriting ○ Spelling using phonics, etymology, morphology etc ○ Secure use of a range of affixes ○ Check and correct spelling using a dictionary ○ Identify and correct transcriptional errors with a high degree of accuracy 	<ul style="list-style-type: none"> ○ Spell common homophones (e.g. here, weather, who's) ○ Varied sentence structure ○ Sustained tense/perspective ○ Inverted commas and other associated punctuation (e.g. comma after reporting clause) ○ Detail added through a range of devices, including fronted adverbials and noun phrases with modifying adjectives and prepositions ○ Apostrophes for plural possession ○ Appropriate choice of noun or pronoun to build cohesion 	<ul style="list-style-type: none"> ○ Write dictated sentences containing spellings and punctuation taught so far ○ Write well-structured paragraphs around a theme ○ Plan, draft and edit simple whole texts that follow a tight structure ○ Create simple narrative settings, characters and plots

Writing Assessment

Key Indicators in Year 5

	Transcription	Vocabulary, Spelling, Punctuation and Grammar	Composition
5	<ul style="list-style-type: none"> ○ Joined fluent handwriting, sustained at pace ○ Application of spelling knowledge ○ Secure use of a wider range of affixes ○ Use dictionaries to check the spelling and meaning of words ○ Use a thesaurus to enhance vocabulary choices 	<ul style="list-style-type: none"> ○ Spell a wider range of homophones ○ Varied sentence structure ○ Sustained tense/perspective ○ Range of devices to build cohesion within and across paragraphs ○ Modal verbs and adverbs to indicate degrees of possibility ○ Parenthesis including relative clauses, using brackets, dashes or commas ○ Commas to separate clauses ○ Integration of accurately punctuated dialogue to convey character 	<ul style="list-style-type: none"> ○ Draw on reading to inform writing (e.g. characters, settings, language) ○ Focus on effectiveness of writing as well as accuracy ○ Conscious control of syntax for impact ○ Awareness of context, audience and purpose ○ Selection of appropriate register ○ Plan, draft and edit more advanced compositions, still within a clear structure

Writing Assessment

Key Indicators in Year 6

	Transcription	Vocabulary, Spelling, Punctuation and Grammar	Composition
6	<ul style="list-style-type: none"> ○ spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary ○ maintain legibility in joined handwriting when writing at speed 	<ul style="list-style-type: none"> ○ use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, ellipsis) within and across paragraphs ○ use verb tenses consistently and correctly throughout their writing ○ use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) ○ Use of the passive voice ○ Use of semi-colon, colon and dash to mark independent clauses ○ Hyphens 	<ul style="list-style-type: none"> ○ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing; formal or informal tone) ○ in narratives, describe settings, characters and atmosphere ○ integrate dialogue in narratives to convey character and advance the action ○ select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)