

Maulden Lower School Writing Curriculum Map



Knowledge, skills and understanding - progression across the school

	EYFS	Year 1	Year 2	Year 3	Year 4	Years 5 and 6 at Alameda Middle School
Transcription - Spelling	<p>Writing ELG 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.</p>	<p>Pupils should be taught to: spell words containing each of the 40+ phonemes already taught spell common exception words spell days of the week</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>Apply simple spelling rules and guidelines, as listed in Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Pupils should be taught to: Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] □ distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidelines, listed in Appendix</p> <p>Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far</p>	<p><i>See table below for our Y3 and 4 breakdown of English Appendix 1</i></p> <p>Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones (English Appendix 1) spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words, revising singular and introducing regular plurals [for example, girls', boys']</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p><i>See table below for our Y3 and 4 breakdown of English Appendix 1</i></p> <p>Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones (English Appendix 1) spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary with increasing independence</p> <p>Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters, e.g. knight, psalm, solemn</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary □ use a thesaurus</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Years 5 and 6 at Alameda Middle School
Transcription - Handwriting	<p>Fine Motor Skills ELG Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p>	<p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p>	<p>Pupils should be taught to:</p> <p>increasingly 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</p> <p>increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant</p> <p>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Pupils should be taught to:</p> <p>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</p> <p>further increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant</p> <p>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>

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Composition	<p>Speaking ELG Children at the expected level of development will: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Writing ELG 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.</p>	<p>Pupils should be taught to: Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Pupils should be taught to: Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes</p> <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Pupils should be taught to: Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example headings and sub-headings)</p> <p>Evaluate and edit by: 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 proof-reading for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Pupils should be taught to: Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example headings and sub-headings)</p> <p>Evaluate and edit by: 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, expanded noun phrases and fronted adverbials. proof-reading for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</p>	<p>Pupils should be taught to: Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>Draft and write by: 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 (e.g. headings, bullet points, underlining)</p>

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					<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Evaluate and edit by: 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 proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Years 5 and 6 at Alameda Middle School
Vocabulary, Grammar and Punctuation	<p>Speaking ELG Children at the expected level of development will: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Writing ELG 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</p>	<p>Use regular plural noun suffixes -s or -es, e.g. dog, dogs, wish, wishes; including the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words, e.g. helping, helped, helped.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives eg untie, uncaring,</p> <p>Understand how words can combine to make sentences.</p> <p>Use joining words and joining clauses using and.</p> <p>Sequence sentences to form short narratives.</p> <p>Separate words with spaces</p> <p>Use capital letters, full stop, question marks and exclamation marks to demarcated sentences in some of his/her writing.</p> <p>Use a capital letter for names of people, places, the day of the week and the personal pronoun 'I'</p>	<p>Form nouns using suffixes such as -ness and by compound, eg whiteboard, superman.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use suffixes -er est in adjectives and -ly to turn adjectives into adverbs' eg smoothly, softly, bigger, biggest.</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases for description and specification. E.g. The blue butterfly, the man in the moon, etc.</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Make the correct choice and make consistent use of present and past tense throughout writing</p> <p>Use the progressive form of verbs (auxiliary) in the present and past tense to mark actions in progress, eg. She is drumming, He was shouting</p> <p>Use capital letters, letters, full stops, question marks, exclamation marks to demarcated sentences consistently.</p>	<p>Form nouns using a range of prefixes</p> <p>Use the form a or an according to whether the next word begins with a consonant or vowel</p> <p>Identify word families based on common root words, e.g. solve, solution, dissolve, insoluble.</p> <p>Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because and adverbs, e.g. then next soon therefore or prepositions, e.g. before, after, during, in because of</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Use headings and subheadings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past, e.g. He has gone out to play contrasted with He went out to play</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Begin to use fronted adverbials e.g. Later that day, Suddenly, Above the clouds,</p>	<p>Understand the grammatical difference between plural and possessive s.</p> <p>Use standard English forms for verb inflexions instead of local spoken forms, eg. We were instead of we was or I did instead of I done.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, eg. The teacher expanded to: the strict maths teacher with curly hair.</p> <p>Use more imaginative fronted adverbials, e.g. While he was sleeping, Before the sun set, In the shade of the valley,</p> <p>Use paragraphs to organize ideas around a theme.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Use apostrophes to mark plural possession, e.g. The girl's name or the girls' names.</p> <p>Use commas after fronted adverbials.</p>	<p>Content to be introduced: converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>Content to be introduced: relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>indicating degrees of possibility using modal verbs (e.g. might, should, will, must) indicating degrees of possibility using adverbs (e.g. perhaps, surely)</p> <p>Content to be introduced: devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> <p>Content to be introduced: brackets, dashes or commas to indicate parenthesis use of commas to clarify meaning or avoid ambiguity</p>

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			Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name.			
Terminology	Become familiar with the following terminology: letter, word, capital letter, upper & lower case, full stop, spaces between words, makes sense, question mark and exclamation mark.	Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound word, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	Understand the following terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas.	Understand the following terminology: fronted adverbial, determiner, pronoun, possessive pronoun and adverbial.	Terminology to be introduced: relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity

Appendix 1 Breakdown for Years 3 & 4

Year 3	Year 4
<p>Spell words that are often misspelt, see English Appendix 1 – begin Y3/4 wordlist for more able children, others to consolidate Common Exception Words from KS1.</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable, e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix –ly.</p> <p>Spell words with endings sounding like zh and ch, e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like zhun, e.g. division, decision.</p> <p>Spell homophones: break, brake, fair, fare, great, grate, grown, grown, here, hear, heel, heal, he'll, male, mail, main, mane, meet, meat, peace, piece, plane, plain, pain, pane</p> <p>Spell words containing the i sound spelt y, elsewhere than at the end of words, e.g. myth, gym.</p> <p>Spell words containing the u sound spelt ou, e.g. young, touch, double.</p> <p>Spell words with the k sound spelt ch, e.g. scheme, school, echo.</p> <p>Spell words with the sh sound spelt ch, e.g. chef, machine.</p> <p>Spell words with the ay sound spelt ei, eigh or ey, e.g. eight, they.</p>	<p>Spell words that are often misspelt, see English Appendix 1 – Y3/4 wordlist for children working at age related expectation and above, SEND to consolidate Common Exception Words from KS1</p> <p>.</p> <p>Use the prefixes in-, im-, it-, it-, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation and -ous.</p> <p>Add endings which sound like shun spelt: -tion, -sion, -ssion, -cian, e.g. invention, tension, discussion, magician.</p> <p>Spell words with the g sound spelt gue, e.g. tongue & rogue, the k sound spelt que, e.g. antique & unique.</p> <p>Spell homophones and near homophones accept, except, effect, affect, ball, bawl, berry, bury, not, knot, meddle, medal, missed, mist, rain, reign, rein, scene, seen, weather, whether, whose, who's.</p> <p>Spell words with the s sound spelt sc, e.g. science and scene.</p>