

Brimscombe C of E Primary Writing Curriculum Overview

	THREE AND FOUR YEAR OLDS	RECEPTION	ELG
TRANSCRIPTION	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; write 'm' for mummy.	Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	
HANDWRITING	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Write some letters accurately.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.
COMPOSITION	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately. Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary throughout the day and in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.	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. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

VOCABULARY, GRAMMAR AND PUNCTUATION	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
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	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
TRANSCRIPTION	<p>Know how to spell words containing each of the 40+ phonemes already taught. Common exception words. The days of the week.</p> <p>Name the letters of the alphabet</p> <p>Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme.</p> <p>Add prefixes and suffixes</p> <p>Use the spelling rule for adding s or es for plural. Use the prefix un. Use the spelling rule for adding s or es for verbs in 3rd person singular. Add ing, ed, er, est where no change is needed to the root words.</p> <p>Apply simple spelling rules.</p> <p>Identify known phonemes in unfamiliar words. Use syllables to divide words. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Know how to spell Segment spoken words into phonemes and record these as graphemes.</p> <p>Spell many words correctly using segmenting. Learn additional alternative ways of spelling phonemes. Learn some words with different alternative spellings, including a few common homophones. Common exception words. Words with contracted forms. Recognise homophones and near-homophones.</p> <p>Add suffixes</p> <p>Spell longer words using suffixes such as ment, ness, ful, less, ly.</p> <p>Apply simple spelling rules.</p> <p>Identify known phonemes in unfamiliar words. Use syllables to divide words. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Write from memory simple sentences dictated by the</p>	<p>Know how to spell Words with additional prefixes and suffixes and understand how to add them to root words. For example – form nouns using super, anti, auto. Recognise and spell additional homophones. For example – he'll, heel, heal.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Word families based on common words. For example solve, solution, solver. Spell identified commonly misspelt words from Year 3 and 4 word list.</p> <p>Apply spelling rules and strategies.</p> <p>Identify the root in longer words. Use syllables to divide words. Make analogies from a word already known to apply to an unfamiliar word.</p>	<p>Know how to spell Words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian.</p> <p>Recognise and spell additional homophones. For example – accept and except, whose and who's.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary. Spell identified commonly misspelt words from Year 3 and 4 word list.</p> <p>Apply spelling rules and strategies.</p> <p>Identify the root in longer words. Use syllables to divide words. Make analogies from a word already known to apply to an unfamiliar word.</p> <p>Write from memory simple sentences</p>	<p>Know how to Form verbs with prefixes. For example, dis, de, mis, over and re.</p> <p>Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify. Understand the general rules for adding prefixes and suffixes above.</p> <p>Spell some words with 'silent' letters, eg. knight, psalm, solemn.</p> <p>Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from Year 5 and 6 word list.</p> <p>Understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling</p>	<p>Know how to Convert verbs into nouns by adding suffixes. For example, tion, ure.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Spell identified commonly misspelt words from Year 5 and 6 word list. Understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Use a range of spelling strategies.</p>

		teacher that include words taught so far.	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	dictated by the teacher that include words and punctuation taught so far.	and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Use a range of spelling strategies.	
HANDWRITING	<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' (ie. letters that are formed in similar ways) and to practise these.</p>	<p>Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation.</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Begin to use some of the diagonal and horizontal strokes needed to join letters. 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>Practise and develop fluency of joined script.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase legibility, consistency and quality of their handwriting:</p> <ul style="list-style-type: none"> - downstrokes of letters are parallel and equidistant. -lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Practise and develop fluency of joined script.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase legibility, consistency and quality of their handwriting:</p> <ul style="list-style-type: none"> -downstrokes of letters are parallel and equidistant. -lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Write legibly fluently and with increasing speed.</p> <p>Choose 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>Choose the writing implement that is best suited for a task (eg. quick notes, letters).</p>	<p>Write legibly fluently and with increasing speed.</p> <p>Choose 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>Choose the writing implement that is best suited for a task (eg. quick notes, letters).</p>

	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
COMPOSITION	<p>Write sentences.</p> <p>Say out loud what is to be written about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read 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 writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p> <p>Consider what they are going to write before beginning.</p> <p>Discuss ideas for the content of the writing.</p> <p>Plan the content of writing and write down ideas.</p> <p>Write down or annotate plan with key language and vocabulary.</p> <p>Formulate sentences which</p>	<p>Plan writing</p> <p>Look at and discuss models of writing of the text type, purpose and audience to be written, noting:</p> <p>-structure</p> <p>-grammatical features</p> <p>-use of vocabulary</p> <p>Discuss and record ideas for writing.</p> <p>Write down or annotate plan with key language and vocabulary.</p> <p>Draft and write</p> <p>Compose sentences using a wider range of structures.</p> <p>Make careful choices about vocabulary used.</p> <p>Orally rehearse structured sentences or sequences of sentences.</p>	<p>Plan writing</p> <p>Look at and discuss models of writing of the text type, purpose and audience to be written, noting:</p> <p>-structure</p> <p>-grammatical features</p> <p>-use of vocabulary</p> <p>Discuss and record ideas for writing.</p> <p>Write down or annotate plan with key language and vocabulary.</p> <p>Draft and write</p> <p>Compose sentences using a wider range of structures.</p> <p>Make careful choices about vocabulary used.</p> <p>Orally rehearse structured sentences or sequences of sentences.</p> <p>Organise writing in paragraphs with clear themes.</p>	<p>Plan writing</p> <p>Identify the audience for and purpose of the writing.</p> <p>Select the appropriate form and register for the audience and purpose of the writing.</p> <p>Note and develop initial ideas.</p> <p>Use knowledge of the writer's craft from their reading.</p> <p>Use knowledge from research.</p> <p>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Draft and write</p> <p>Use the appropriate grammar and vocabulary for the audience and purpose.</p> <p>Understand how grammar and vocabulary choices can change and enhance meaning.</p> <p>Understand how grammar and vocabulary choices create impact on the reader.</p>	<p>Plan writing</p> <p>Identify the audience for and purpose of the writing.</p> <p>Select the appropriate form and register for the audience and purpose of the writing.</p> <p>Note and develop initial ideas.</p> <p>Use knowledge of the writer's craft from their reading.</p> <p>Use knowledge from research.</p> <p>Draft and write</p> <p>Use the appropriate grammar and vocabulary for the audience and purpose.</p> <p>Understand how grammar and vocabulary choices can change and enhance meaning to impact on the reader.</p> <p>In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.</p> <p>Précis longer passages, conveying key information.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure text and to guide the</p>

		<p>express their ideas for writing.</p> <p>Orally rehearse structured sentences or sequences of sentences.</p> <p>Make simple additions, revisions and corrections.</p> <p>Evaluate writing independently and/or with teacher.</p> <p>Evaluate writing with peers.</p> <p>Make improvements to writing after evaluation.</p> <p>Re-read to check that writing makes sense.</p> <p>Re-read to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-read to check errors in spelling,</p>	<p>Group related material together to form simple paragraphs.</p> <p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative, using simple organisational devices such as headings and sub-headings.</p> <p>Evaluate and edit</p> <p>Self-assess the effectiveness of writing.</p> <p>Assess writing with peers.</p> <p>Suggest improvements to writing.</p> <p>Make improvements by proposing changes to grammar and vocabulary to improve consistency, eg. the accurate use of pronouns in sentences.</p> <p>Proof-read to check for errors in spelling</p>	<p>Begin to open paragraphs with topic sentences.</p> <p>Write a narrative with a clear structure, setting, characters and plot.</p> <p>Write a non-narrative, using organisational devices such as headings and sub-headings.</p> <p>Evaluate and edit</p> <p>Self-assess the effectiveness of writing.</p> <p>Assess writing with peers.</p> <p>Suggest improvements to writing.</p> <p>Make improvements by proposing changes to grammar and vocabulary to improve consistency, eg. the accurate use of pronouns in sentences.</p> <p>Proof-read to check for errors in spelling and punctuation errors.</p> <p>Read writing to a group or the whole class, using appropriate intonation and controlling the tone</p>	<p>In narratives, integrate description, action and dialogue to convey character and plot.</p> <p>Précis short passages, conveying key information.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing.</p> <p>Distinguish between the formal and informal spoken and written language.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation,</p>	<p>reader. For example – headings, bullet points, underlining.</p> <p>Evaluate and edit</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing.</p> <p>Distinguish between the correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Proof-read to check for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>
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		grammar and punctuation. Read aloud own writing with appropriate intonation to make the meaning clear.	and punctuation errors. Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	and volume so that the meaning is clear.	volume and movement so that the meaning is clear.	
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY, PUNCTUATION AND GRAMMAR	<p>Learn spaces between words.</p> <p>Join words and sentences using <i>and</i>.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Use both familiar and new punctuation correctly.</p> <p>Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences.</p> <p>Punctuate sentences using commas for lists.</p> <p>Punctuate sentences using apostrophes to mark contractions.</p> <p>Punctuate sentences using apostrophes to mark singular possession.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Develop sentence construction.</p> <p>Use different forms: statement, question, exclamation, command.</p>	<p>Develop understanding of grammatical features.</p> <p>Use a range of sentences with more than one clause by using a wider range of conjunctions, eg. when, if, because, although.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Indicate grammatical features with punctuation.</p> <p>Begin to use inverted commas to punctuate direct speech.</p>	<p>Develop understanding of grammatical features.</p> <p>Use a range of sentences with more than one clause.</p> <p>Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Use expanded noun phrases with modifying adjectives and prepositional phrases eg, The strict teacher with the curly hair.</p> <p>Indicate grammatical features with punctuation.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use other punctuation in direct speech, including a comma after the reporting clause.</p> <p>Use apostrophes to mark plural possession.</p>	<p>Develop understanding of grammatical features.</p> <p>Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.</p> <p>Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie. omitted) relative pronoun.</p> <p>Indicate grammatical features with punctuation.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Develop understanding of grammatical features.</p> <p>Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive.</p> <p>Use the subjunctive where appropriate in formal writing and speech. For example – If I were to insist, it is essential that he be available.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Indicate grammatical features with punctuation.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>

		<p>Use expanded noun phrases to describe and specify, eg. the blue butterfly.</p> <p>Use present and past tenses correctly and consistently including progression form.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Understand and begin to use some features of written Standard English.</p>		Use commas after fronted adverbials.		
TERMINOLOGY	<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>Verb, tense – past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command.</p> <p>Understand the terminology.</p> <p>Use the terminology to talk about own writing.</p>	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), consonant letter, vowel letter, clause, subordinate clause.</p> <p>Understand the terminology.</p> <p>Use the terminology to talk about own writing.</p>	<p>Pronoun, possessive pronoun, adverbial, determiner.</p> <p>Understand the terminology.</p> <p>Use the terminology to talk about own writing.</p>	<p>Relative, clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Understand the terminology.</p> <p>Use the terminology to talk about own writing.</p>	<p>Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis.</p> <p>Understand the terminology.</p> <p>Use the terminology to talk about own writing.</p>