

KEY STAGE 1 & 2 ENGLISH - WRITING

Coverage:

Title	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).
Note:	<p>Only the following are statutory at KS1:</p> <p>personal experiences</p> <p>real events</p>	<p>Only the following are statutory at KS2:</p> <p>narratives</p> <p>non-fiction</p>

	poetry different purposes.	poetry different purposes.
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Writing Aims:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

☒ transcription (spelling and handwriting)

☒ composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Characteristics of writers:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

WRITING Curriculum Progression:

Strand of English	Essential key Skills	Specific Outcomes				
		P Scales	KS1	Lower KS2	Upper KS2	Level 6
Composition	To write with purpose	<p>P4</p> <ul style="list-style-type: none"> • Understand that marks and symbols convey meaning. <p>P5</p> <ul style="list-style-type: none"> • Produce meaningful marks or symbols associated with own name or familiar spoken words, actions, images or events. <p>P8</p> <ul style="list-style-type: none"> • Show awareness that writing can have a range of purposes. <p>Early Years</p> <ul style="list-style-type: none"> • Give meaning to marks during writing. 	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. 	<ul style="list-style-type: none"> • Write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and scripts for talks and presentations. • a range of other non-narrative texts • personal and formal letters. • Consider how the purpose of writing reflects the audiences and purposes for which it was intended.

	To use imaginative description		<ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. 	<ul style="list-style-type: none"> • Support ideas and arguments with appropriate detail. • Use a wide and rich vocabulary.
	To organise writing appropriately	<p>P6</p> <ul style="list-style-type: none"> • Produce or write name in letters or symbols. <p>P7</p> <ul style="list-style-type: none"> • Group letters and leave spaces between them as though to write separate words. • Show awareness of the sequence of letters, symbols and words (such as selecting and linking symbols together, writing own name and one or 	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing. 	<ul style="list-style-type: none"> • Summarise and organise material. • Apply knowledge of grammar and text structure to organise writing.

		<p>two other simple words correctly from memory).</p> <p>P8</p> <ul style="list-style-type: none"> • Show understanding of how text is arranged on the page (such as writing or producing letter sequences going from left to right). 				
To use paragraphs	<p>Early Years</p> <ul style="list-style-type: none"> • Attempt to write short, meaningful sentences. 	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. 	<ul style="list-style-type: none"> • Apply knowledge of grammar and text structure to organise writing. 	
To use sentences appropriately	<p>P7</p> <ul style="list-style-type: none"> • Group letters and leave spaces between them as though to write separate words. • Show awareness of the sequence of letters, symbols and words (such as selecting and linking symbols together, writing own name and one or 	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice 	<ul style="list-style-type: none"> • Draw upon knowledge of literacy and rhetorical devices to enhance the impact of writing. 	

		<p>two other simple words correctly from memory).</p> <p>Early Years</p> <ul style="list-style-type: none"> • Attempt to write short, meaningful sentences. • Begin to break the flow of speech into words. • Attempt to write short sentences. 	<ul style="list-style-type: none"> • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • a clear subject and object • hyphens, colons and semi colons • bullet points. 	
Transcription	To present neatly	<p>P4</p> <ul style="list-style-type: none"> • Make marks or symbols in preferred mode of communication. <p>P5</p> <p>Trace, overwrite or copy shapes and straight line patterns.</p>	<p>Sit correctly and hold a pencil correctly.</p> <ul style="list-style-type: none"> • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style. 	

			<ul style="list-style-type: none"> • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 			
	To spell correctly		<p>Spell words containing 40+ learned phonemes.</p> <ul style="list-style-type: none"> • 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 drinks). 	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • 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, 	<ul style="list-style-type: none"> • Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm 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 	

			<ul style="list-style-type: none">• Use the prefix un.• Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.• Use spellings 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.	dictated by the teacher, that include words and punctuation taught so far.	spelling of words in a dictionary. <ul style="list-style-type: none">• Use a thesaurus.	
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			<ul style="list-style-type: none"> • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 			
	To punctuate accurately	<p>P6</p> <ul style="list-style-type: none"> • Produce or write name in letters or symbols. <p>P8</p> <ul style="list-style-type: none"> • Write or use preferred mode of communication to set down names with appropriate use of upper- and lower-case letters or appropriate symbols. 	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <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. • Using the present perfect form of verbs in 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <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 	

			<p>punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses 	<p>contrast to the past tense.</p> <ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. 	<p>information in a sentence.</p> <ul style="list-style-type: none"> • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. 	
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			correctly, including the progressive form.		<ul style="list-style-type: none"> • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. 	
Analysis and presentation	To analyse writing		<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. 	<ul style="list-style-type: none"> • Study the effectiveness and impact of the grammatical features of texts. • Amend the grammar and structure of writing to improve its coherence and overall effect.

			<p>mark, exclamation mark.</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<p>vowel, clause, subordinate clause.</p> <p>Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. 	<ul style="list-style-type: none"> • Know and understand the different situations for using standard and other varieties of English.
To present writing	<p>P6 • Copy letter forms (such as labels and/or captions for pictures or for displays).</p> <p>P7</p> <ul style="list-style-type: none"> • Group letters and leave spaces between them as though to write separate words. 	<p><i>Read aloud writing clearly enough to be heard by peers and the teacher.</i></p> <ul style="list-style-type: none"> • <i>Read aloud writing with some intonation.</i> 	<ul style="list-style-type: none"> • <i>Read aloud writing to a group or whole class, using appropriate intonation.</i> 	<ul style="list-style-type: none"> • <i>Perform compositions, using appropriate intonation and volume.</i> 	<ul style="list-style-type: none"> • Discuss writing with precise and confident use of linguistic and literacy terminology. 	