

Writing - Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
<p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Pupils should be taught to: to use phonetic knowledge to write words. This includes both regular words and some irregular words.</p>	<p>Spellings</p> <p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • to break down words into individual sounds (phonemes) and then represent these sounds with corresponding letters or groups of letters (graphemes). • learn different spellings for the same sounds (phonemes). For example, the /ai/ sound can be spelled as "ai" (rain), "ay" (day), or "a-e" (cake). • learn some common homophones (e.g., there, their, they're) and understand the context in which each is used. • to recognize and spell words that sound the same but have different meanings and spellings (e.g., here/hear, one/won). • learn to spell common exception words. • learn to use apostrophes to form contractions (e.g., don't, can't, it's • learn the possessive apostrophe (singular) [for example, the girl's book] • add suffixes to spell longer words including –ment, –ness, ful, –less, –ly. • apply spelling rules and guidance, as listed in English appendix 1. • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Spellings</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • learn additional prefixes (e.g., un-, dis-, mis-, re-) and suffixes (e.g., -able, -ible, -ation, -ous). • understand rules for adding these affixes to root words, including how they can change the meaning and grammatical role of the word (e.g., happy to happiness, like to dislike). • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to learn and practice spelling homophones (e.g., their/there/they're, to/too/two) and words that are often confused (e.g., affect/effect, practice/practise). • 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 dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • learn to use a thesaurus to find synonyms (words with similar meanings) and antonyms (words with opposite meanings).
Handwriting	Handwriting	Handwriting and Presentation

<ul style="list-style-type: none"> • Children are expected to handle equipment and tools effectively, including pencils for writing. • Write recognisable letters, most of which are correctly formed. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters consistently in terms of size and proportion. • 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. 	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <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
	Writing - Composition	Writing - Composition
	<ul style="list-style-type: none"> • Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: • write stories about their own experiences as well as imaginative or fictional narratives. • writing about real events. • explore writing poetry, experimenting with rhyme, rhythm, and descriptive language. • write for various purposes such as letters, instructions, reports, and stories. • 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. • form their thoughts into coherent sentences, focusing on expressing their ideas clearly and sequentially. • make simple additions, revisions and corrections to their own writing by: 	<p>Pupils should be taught to plan their writing by:</p> <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. • 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 pupils have read, listened to or seen performed.raft 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 [for example, headings, bullet points, underlining]. • evaluate and edit by:

	<ul style="list-style-type: none"> engage reread their work to ensure clarity and coherence, making sure it makes sense and that verbs are used correctly, including the continuous form. 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 (for example, ends of sentences punctuated correctly). • read aloud what they have written with appropriate intonation to make the meaning clear. 	<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. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	Writing - vocabulary, grammar and punctuation	Writing - vocabulary, grammar and punctuation
	<p>Pupils should be taught to develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command. expanded noun phrases to describe and specify [for example, the blue butterfly]. the present and past tenses correctly and consistently, including the progressive form. <ul style="list-style-type: none"> subordination (using when, if, that, or because) and co ordination (using or, and, or but). the grammar for year 2 in English appendix 2. some features of written Standard English. use and understand the grammatical terminology in English appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 of the National Curriculum programmes of study 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 information in a sentence. 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 (ie omitted) relative pronoun. learning the grammar for years 5 and 6 indicate grammatical and other features by:

		<ul style="list-style-type: none">• using commas to clarify meaning or avoid ambiguity in writing.• using hyphens to avoid ambiguity.• using brackets, dashes or commas to indicate parenthesis.• using semicolons, colons or dashes to mark boundaries between independent clauses.• using a colon to introduce a list.• punctuating bullet points consistently.• use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading
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