

English Writing

Intent

Our English curriculum is based around the National Curriculum. We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to instil in the children the importance of reading and inspire a habit and passion for reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to have an understanding that writing has a real purpose and that word choice and style can bring about change. We want to inspire all children to be confident in the art of speaking and listening. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance from nursery to year 6. We believe that a secure basis in English skills is crucial to a high-quality education and will give our children the tools they need to thrive in Key Stage 3 and beyond.

Rationale

We believe that teaching a child to be a proficient writer is one of the cornerstones of a child's primary education. The ability to write well is profoundly important to a child's development as writing allows extended communication, helps process thoughts, reflect and organise, offers the chance to widely influence and is a wider work skill.

Our approach to the writing process is inspired by the excellent Talk for Writing model. Children are immersed in the genre and style of the piece in the first stage, they then learn to innovate on these structures in the second stage before creating an independent piece in the third. The level of independence in the final stage will grow over time as the children become more independent and more skilled.

The curriculum uses a rich range of excellent texts and issues to fully engage the children. These text choices and issues covered are carefully considered, of a high quality and inclusive and diverse. We ensure that our writing curriculum engages and challenges. We want children to encounter stories and issues that are representative of our society so that all children regardless of gender, race or religion are represented. Our curriculum is ambitious, but is carefully planned to meet the needs of all learners so whilst it stretches those who are able, it is accessible for children with additional needs. There will be a range of tools and techniques used to support and enhance the teaching of writing, including the use of IT, drama and debate. Our consistent whole school approach to the teaching of writing will ensure that we close any gaps and enable the highest possible number of children to attain well. It is carefully organised to support and complement our reading curriculum. The development of children's sentence level work is carefully planned out in the KCT Trust Sentence Types Document which compliments this curriculum document. This is supported by clear spelling progression as mapped out.

Criteria for resources

As with reading, the texts we choose are selected to ensure that we have coverage across a full range of genres and themes within fiction and non-fiction. Texts fully represent the world we live in and the community we serve. We ensure there is diversity across the text range, which includes author, characters, setting and context. Where possible, we choose whole books and sometimes text extracts from high calibre authors, preferably with other texts that the children can then connect with.

Teaching of Writing

Writing is a creative process: it should give every opportunity through drama, oral and written rehearsal, outstanding text choice etc for every child to find their voice. Teachers will model the writing process with precision to see how an expert develops sentences and paragraph ideas. Teachers will ensure differentiation is so considered and precise that it enables all learners to access, enjoy and make strong progress. Teachers will have a really clear understanding when planning what high quality outcomes look like for each ability level.

English Writing Curriculum

	Page
Year 1	4
Year 2	6
Year 3	8
Year 4	10
Year 5	12
Year 6	14

Knowledge	
Punctuation and Grammar	<p>I know sentences are punctuated correctly using a capital letter and a full stop, question mark or exclamation and sometimes apply this.</p> <p>I know to use capital letters to indicate proper nouns and for some personal pronouns (I) and apply this most of the time.</p> <p>I know the correct determiners (articles: a , an, the)</p>
Sentence Structure	<p>I know how to check that my sentences are grammatically accurate (capital letter, full stop) and most will be.</p> <p>I know descriptions help the reader understand the mood and effect of a story.</p>
Paragraphing	I know my writing should be sequential (has a beginning, middle and end)
Presentation and Handwriting	<p>I know how to sit correctly and hold a pencil correctly</p> <p>I know that across my writing, there should be some consistency in the size of letters</p> <p>I know to use consistent finger spacing between my words</p> <p>I know letters that are formed in similar ways</p>
Composition and Features	I know the themes and conventions for Poetry, Information Texts, Instructions, Recounts and Stories - including Repeated/Patterned Language, onomatopoeia, Traditional Tale/Fairy Tale, Set in an imaginary land, Familiar Settings, Stories from another culture.
Skills	
Punctuation and Grammar	<p>I can use speech bubbles to develop understanding ahead of introducing speech punctuation in year 2</p> <p>I can use capital letters to indicate almost all proper nouns and the personal pronoun</p> <p>I can sometimes use apostrophes correctly to mark some contracted forms and some singular possession in nouns</p> <p>I can use commas to separate items in a list</p> <p>I can sometimes use a time adverb opener: First, Next, After that</p> <p>I can sometimes use adverbs including as openers</p> <p>I can sometimes use an expanded noun phrase for description</p>
Sentence Structure	<p>I can sometimes use a range of sentences: command, exclamation, questions and statements.</p> <p>I can sometimes use a relative clause using who, that, which</p> <p>To begin a sentence using a conjunction: While/when</p> <p>I can sometimes use a list of three for description.</p> <p>I can understand and start to use some simple alliteration e.g. dangerous dragon, slimy snake etc</p> <p>I can use these simple determiners correctly: the a my your an this that his her their some all lots of many more those these</p> <p>I can use simple prepositions in my writing :inside, outside, towards, across, under</p> <p>I can use similes using 'as and as'</p> <p>I can sometimes use co-ordinating conjunctions (and, but, or) to join clauses</p> <p>I can sometimes use subordinating conjunctions (when, if, that, because) to join clauses</p> <p>I can use 'repetition for rhythm e.g. He walked and he walked and he walked</p> <p>I can use repetition for description e.g. a lean cat, a mean cat / a green dragon, a fiery dragon</p>

	I can use a phrase to mark the beginning and end (One day, The end)
Paragraphing	
Presentation and Handwriting	I can form capital letters I use correct letter formation
Composition and Features	

Year 2	Knowledge	
	Punctuation and Grammar	<p>I know to check my sentence boundaries are demarcated correctly</p> <p>I know a main clause includes a noun and verb and consistently apply this.</p> <p>I know the Y2 determiners and generalisers.</p>
	Sentence Structure	<p>I know that long sentences are used to add description or information and short sentences for emphasis</p> <p>I know character and setting can be built by what is said and what is done.</p>
	Paragraphing	I know and understand the 5-part structure of a standard story mountain including more complex vocabulary
	Presentation and Handwriting	<p>I know how to keep almost all my letters neat and regular in size</p> <p>I know when to use upper case and lower-case letters are not to mix them within a word</p> <p>I know to keep the spacing between words (that reflects the size of the letters) appropriate and consistent</p>
	Composition and Features	I know the themes and conventions for Stories, Poetry, Information Texts, Instructions, Explanations, Report and Recounts.
	Skills	
	Punctuation and Grammar	<p>I can use speech bubbles /speech marks for direct speech</p> <p>I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>I can use sentences with different forms: statement, question, exclamation, command</p> <p>I can use expanded noun phrases to describe and specify, e.g. the blue butterfly.</p> <p>I can use adverbs including as openers</p> <p>I can use apostrophes correctly to mark contracted forms in spelling e.g. don't, can't and to mark singular possession e.g. the cat's name</p> <p>I can use the present and past tenses correctly and consistently including the progressive form</p> <p>I can use co-ordinating conjunctions: and, but, or, what, while, when, where, because, then, so that, if, to, until</p> <p>I can use subordinating conjunctions: when, while, if, that, because,</p> <p>I can choose adverbs which are adventurous and appropriate</p> <p>I can use adjectives which show adventurous language choices</p> <p>I can write the grammatical agreement (matching verbs to nouns/pronouns), e.g. I am/the children are</p>
Sentence Structure	<p>I can write compound and complex sentences</p> <p>To begin a sentence using a conjunction: While/when</p> <p>I can use adverbs for description e.g. Snow fell gently and covered the cottage in the wood.</p> <p>I can use adverbs for information e.g. Lift the pot carefully onto</p> <p>I can use use expanded noun phrases describe the noun e.g. The scary, old woman... lots of people</p> <p>I can use alliteration correctly e.g. wicked witch, slimy slugs</p> <p>I can us fronted adverbial phrases such as; A few days ago, we discovered...</p> <p>I can use long and short sentences:</p> <p>I can use a list of 3 for description e.g. He wore old shoes, a dark cloak and a red hat."</p> <p>I can use these prepositions: behind above along before between after</p>	

	<p>I can use time connectives such as First, After that, Next etc.</p> <p>I can sometimes use a variety of sentence starters (adverbial phrases e.g. Once upon a time, -ing, -ed,)</p> <p>I can use 'repetition for rhythm & repetition for description and develop the usage from y1</p> <p>I can use as and like as simile sentences</p>
Paragraphing	I can set my work out to reflect the purpose of my writing
Presentation and Handwriting	<p>I can form lower case letters of a consistent size</p> <p>I can sometimes join some letters using diagonal and horizontal strokes</p>
Composition and Features	

Knowledge	
Punctuation and Grammar	<p>I know when to use inverted commas for direct speech.</p> <p>I know when to use the correct tense - including past, present and future</p> <p>I know determiners will change according to whether the next word begins with a vowel e.g. a rock, an open box</p> <p>I know verbs may change depending on whether you're in 1st, 2nd or 3rd person</p>
Sentence Structure	<p>I know how to vary sentence structure by use of phrases, clauses and adverbials</p> <p>I know how to vary long and short sentences and when to use them (emphasis / effect etc)</p> <p>I know how an author can build character and setting through explicit and implicit information</p>
Paragraphing	<p>I know how a paragraph is structured</p>
Presentation and Handwriting	<p>I know if my handwriting is legible (joined, down strokes of letters are parallel letters and letters are spaced appropriately write correctly), I will use pen from the Summer term</p>
Composition and Features	<p>I know the themes and conventions for Stories - Myths/Legends, Adventure, Mystery, Stories with Familiar Setting, Stories from another culture – Poetry, Information Texts, Newspapers, Instructions, Plays, Report, Letters – Formal; Persuasive Text - Leaflets, Letter, Flyer, Poster</p>
Skills	
Punctuation and Grammar	<p>I can use a colon before a list e.g. What you need:</p> <p>i can use alliteration confidently</p> <p>I can use ellipses to keep the reader hanging on</p> <p>I can use commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>I can consistently use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>I can further develop the use of prepositions: behind above along before between after and Consolidate Position + place, subject + action sentences</p> <p>I can use the following repetition skills: ad, same ad sentences and adjectives in 2's or 3's</p> <p>I can use a range of powerful verbs to improve interest e.g. stare, tremble, slither</p> <p>I can experiment with adjectives appropriate to style and purpose</p> <p>I can use speech marks and speech conventions including a new speaker on a new line. include powerful verbs for speaker.</p> <p>I can use commas in lists consistently and use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>I can use an apostrophe for contractions and for possession.</p>
Sentence Structure	<p>I can use adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave.... Next, ...</p> <p>I can use fronted adverbial phrases using time and place e.g. A few days ago, we discovered...</p> <p>I can include the use of -ly -ing and -ed openers</p> <p>I can use comparative and superlative adjectives e.g. Toothless was big, Stormfly was bigger and The Green Death was the biggest.</p> <p>I can use co-ordinating conjunctions: (FANBOYS) and, or, but, so, for, nor, yet</p> <p>I can use subordinating conjunction - eg. if, so, while, though, since (use selected from I SAW A WABUB)</p>

	<p>I can write a sentence which includes a list e.g. It was a dark, long, leafy lane</p> <p>I can continue to use sentence of 3 for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>I can use a pattern of 3 for persuasion/impact e.g. Visit, Swim, Enjoy!</p> <p>I can use a 2A sentence e.g. He was a tall, awkward man with an old, crumpled jacket</p> <p>I can use a simile sentence e.g. her heart sank like a rock</p> <p>I can drop in a relative clause using: who/whom/which/whose/that</p>
Paragraphing	I can group ideas into paragraphs
Presentation and Handwriting	<p>I can join letters, deciding which letters are best left un-joined</p> <p>I can make handwriting legible by ensuring that down strokes of letters are parallel letters and letters are spaced appropriately</p>
Composition and Features	

Knowledge	
Punctuation and Grammar	<p>I know apostrophe rules to mark singular and plural possession (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural)</p> <p>I know how to use a semi colon to punctuate linked clauses using the some; others technique</p> <p>I know standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was)</p>
Sentence Structure	<p>I know when and how to use long and short sentences for effect</p> <p>I know that precise word choices matter for effect.</p> <p>I know that selecting specific nouns e.g. poodle rather than dog will create effect.</p> <p>I know how an author can build character and setting through explicit and implicit information</p>
Paragraphing	<p>I know that paragraphs include topic sentences, supporting information and a close sentence</p> <p>My ending can now include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>
Presentation and Handwriting	<p>I know that presentation is important and that judgements about the quality of the piece happen based on this.</p> <p>I know the target is for all children to write in pen by Spring</p>
Composition and Features	<p>I know the themes and conventions for Stories - Adventure and Mystery, Stories from another culture, Real Life, Historical Setting, Stories with issues or dilemmas, Poetry, Plays, Report, Letters: Formal and Informal, Persuasive Text - Leaflets, Letter, Flyer, Poster , Balanced Argument and Biographical Writing</p>
Skills	
Punctuation and Grammar	<p>I can use the perfect form of verbs to mark relationships of time and clause e.g. present perfect form I have walked/ past perfect I had walked/future perfect I will have walked</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>I can use proper nouns correctly, including punctuation, -refers to a particular person or thing -. Monday, Jessica, October</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause</p> <p>I can use commas to mark clauses and fronted adverbials</p> <p>I can use speech marks and speech conventions consistently and develop structure Dialogue - verb + adverb -</p> <p>I can use a comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p>I can consistently use 1st and 3rd person correctly</p>
Sentence Structure	<p>I can use clauses correctly and consistently</p> <p>I can use a range of adverb openers and adverbial phrases</p> <p>I can use colons in a list with extended descriptions</p> <p>I can use a range of the conjunctions If, since, as, when, although, while, after, before, until, because (I SAW A WABUB) to begin a sentence</p> <p>I can securely use co-ordinating conjunctions: (FANBOYS) and, or, but, so, for, nor, yet</p> <p>I can securely use subordinating conjunctions: if, so, while, though, since</p> <p>I can sometimes write a sentence which contains two -ed words at the beginning</p>

	<p>I can use -'ed' clauses as starters e.g. 'ed' clauses as starters: Teased by the boys, the dog growled. Frustrated by the lesson, the boy began to day-dream.</p> <p>I can use -'ing' openers and expanded -'ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</p> <p>I can write a 2A sentence, sometimes using alliteration</p> <p>I can use a drop in -'ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p> <p>I can use adverbs for detail on dialogue - verb + adverb - "Hello," she whispered, shyly.</p> <p>I can use a variety of lists sentences including sentence of 3 for action; if, if, if then sentences; pattern of 3 sentences</p> <p>I can develop simile use by using the simile at different points of the sentence (eg opening/ middle etc)</p> <p>I can use repetition for impact - first word; last word</p> <p>I can use a 'This is that' metaphor and simple personification</p>
Paragraphing	<p>I can use conjunctions to link paragraphs</p> <p>I can use paragraphs: to organise each part of story, to indicate a change in place or jump in time and build into suspense writing to introduce the dilemma</p>
Presentation and Handwriting	<p>I can join letters, deciding which letters are best left un-joined</p> <p>I can make my handwriting legible by ensuring that down strokes of letters are parallel letters and letters are spaced appropriately</p>
Composition and Features	

Year 5	Knowledge	
	Punctuation and Grammar	I understand parenthesis could use brackets, dashes or commas
	Sentence Structure	<p>I know when to use a range of sentence openers (ing, ed, ly)</p> <p>I know how alliteration can be used to develop mood and increase impact</p> <p>I know that show not tell is important to developing engagement e.g his eyes blazed (implying he was angry)</p> <p>I know that as a writer creating tension and mystery questions are key to holding the reader's attention.</p> <p>I know that moving clauses within complex sentences affects impact</p> <p>I know how and when to use patterns of 3 and similar lists of 3 sentences.</p> <p>I know how to use adjectives precisely, concluding paired adjectives, to create mood.</p> <p>I know how and when to use a full range of the conjunctions (I SAW A WABUB) If, since, as, when, although, while, after, before, until.</p>
	Paragraphing	I know that paragraphs should be organised around a theme and follow the topic sentence, supporting sentences, close sentence model and that they are often, but not always, a specific set length (5/6 sentences)
	Presentation and Handwriting	I know that presentation is important and that judgements about the quality of the piece happen based on this.
	Composition and Features	I know the themes and conventions for Stories - Horror, Myths and Legends, Adventure, Mystery, Action, Comedy, Stories from another culture, Poetry, Information Texts and Reports, Biographical Writing, Plays, Journalistic Writing, Balanced Argument and Persuasive
	Skills	
	Punctuation and Grammar	<p>I can use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>I can use a rhetorical question</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use expanded noun phrases to add detail, qualification and precision</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing</p> <p>I can start to use hyphens to avoid ambiguity</p> <p>I can use semi-colons, colons or dashes to mark boundaries between main clauses (semi colon use to include to replace a conjunction)</p> <p>I can use basic standard English, i.e. agreement between verb and noun; consistency of tense; avoid double negative</p>
	Sentence Structure	<p>I can start to show correct use of De: De Sentence</p> <p>I can demonstrate some correct use of Metaphor / Personification</p> <p>I can use increasingly sophisticated ing openers.</p> <p>I can use complex sentences with a full range of conjunctions</p> <p>I can use short sentences discerningly for impact</p> <p>I can use expanded -ed clauses as starters, or ed repetition</p>

	<p>I can write a sentence which contains three –ed words at the beginning</p> <p>I can use a drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home.</p> <p>I can move sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight"</p> <p>I can use a range of increasingly elaborate starters using adverbial openers and phrases</p> <p>I can use stage directions in speech (speech + verb + action)</p> <p>I can show degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> <p>I can begin a sentence using a phrase which begins with one of the following connectives: because, if, as</p> <p>I can securely use relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun</p> <p>I can alter a sentence construction to suit different text types, purposes and readers</p> <p>I can use a full range of the conjunctions If, since, as, when, although, while, after, before, until, because (I SAW A WABUB) to begin a sentence</p> <p>I can use a full range of prepositions with confidence</p> <p>I can use repetition skills linked to semi colon sentences and use singular words for effect,</p> <p>I can use Description, which + simile sentences</p>
Paragraphing	<p>I can consistently organise writing into paragraphs which are linked and paragraphs generally open with a topic sentence which introduces the paragraph, supporting sentences to continue the topic and a close sentence to summarise</p> <p>I can use change of place, time and action to link ideas across paragraphs</p> <p>I can express my own opinions clearly and consistently maintain a viewpoint</p>
Presentation and Handwriting	<p>I can write fluently and legibly with a personal style</p> <p>I can choose the form of writing best suited to the task (notes, letters etc.)</p>
Composition and Features	

Knowledge	
Punctuation and Grammar	I know fully how words are related as synonyms and antonyms and demonstrate appropriate variation in writing
Sentence Structure	<p>I know that the wrong word choice can 'break the spell' for a reader!</p> <p>I know how and when to use a full range of simile sentences</p> <p>I know how and when to use patterns of 3 and similar lists of 3 sentences with confidence</p> <p>I know how to use prepositions with precision</p> <p>I know how and when to use repetition</p> <p>I know how alliteration can be used impactfully</p> <p>I know how to successfully use short sentences and micro sentences for effect</p> <p>I know how and when different sentence types should be used</p> <p>I know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive in some very formal writing and speech) as in 'If I were you...'</p>
Paragraphing	I know how to correctly structure a paragraph and can use paragraphs to signal change in time, scene, action, mood or person
Presentation and Handwriting	I know that presentation is important and that judgements about the quality of the piece happen based on this.
Composition and Features	I know the themes and conventions for Stories - Horror, Myths and Legends, Adventure, Mystery, Action, Comedy, Stories from another culture, Poetry, Information Texts and Reports, Biographical Writing, Plays, Journalistic Writing, Balanced Argument and Persuasive
Skills	
Punctuation and Grammar	<p>I can use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>I can use expanded noun phrases to convey complicated information concisely</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility</p> <p>I can securely use a range of relative clauses beginning with who, which, where, when, whose, that or an implied (i.e. omitted) relative pronoun</p> <p>I can introduce active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</p> <p>I can use hyphens to avoid ambiguity (e.g. man-eating shark versus man-eating shark, or recover versus re-cover)</p> <p>I can use brackets, dashes or commas to indicate parenthesis</p> <p>I can use semi-colons, colons or dashes to mark boundaries between main clauses - indicate a stronger subdivision of a sentence than a comma and use the when;when;when;then sentence type</p> <p>I can use basic standard English, i.e. agreement between verb and noun; consistency of tense; avoid double negative</p> <p>I can use a colon to introduce a list and semi-colons within lists</p>
Sentence Structure	<p>I can securely use subordinate and coordinate clauses to add relevant detail to complex sentences</p> <p>I can securely use colons for lists, imagine 3 and De: De Sentence (Description: Detail) sentences</p> <p>I can demonstrate more developed use of Metaphor / Personification</p> <p>I can securely use varied sentence starter techniques used e.g. ing, ed, ly simile, adverbial etc</p>

	<p>I can use a variety of 'drop in' sentence without a 'w' word</p> <p>I can use expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>I can use sentence construction to express subtle distinctions of meaning, incl hypothesis e.g. Allegedly, ... It's commonly believed that..., speculation e.g. If we are to believe... and supposition</p> <p>I can create atmosphere, integrating dialogue to convey character and advance the action.</p>
Paragraphing	<p>I can write coherently organised paragraphs which begin with a topic sentence, having supporting information included and finish with a close sentence.</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision (the omission of a sound or syllable when speaking as in I'm, let's)</p> <p>I can use paragraphs of varying length to achieve pace and emphasis and to structure the plot</p>
Presentation and Handwriting	<p>I can write fluently and legibly with a personal style</p> <p>I can choose the form of writing best suited to the task (notes, letters etc.)</p>
Composition and Features	