

 QUEEN MARGARET <small>PRIMARY SCHOOL</small>	<u>Queen Margaret Primary School</u>	 QUEEN MARGARET <small>PRIMARY SCHOOL</small>
<u>Curriculum Essentials</u>		
English - writing		
Opportunities English - Writing Curriculum		
Key Stage 1		
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. 	
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. 	
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	
Note:	<p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> • personal experiences • real events • poetry • different purposes. 	

Key Stage 2	
Narrative	<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 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"> • 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 KS2:</p> <ul style="list-style-type: none"> • narratives • non-fiction • poetry • different purposes

Characteristics - English - Writing Curriculum

- 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.

Support

Generic Writing Skills

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Understand that marks and symbols convey meaning. • Make marks or symbols in preferred mode of communication. 	<ul style="list-style-type: none"> • Produce meaningful marks or symbols associated with own name or familiar spoken words, actions, images or events. • Trace, overwrite or copy shapes and straight line patterns. 	<ul style="list-style-type: none"> • Produce or write name in letters or symbols. • Copy letter forms (such as labels and/or captions for pictures or for displays). 	<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 two other simple words correctly from memory). 	<ul style="list-style-type: none"> • Show awareness that writing can have a range of purposes. • Show understanding of how text is arranged on the page (such as writing or producing letter sequences going from left to right). • 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"> • Attempt to write short, meaningful sentences. • Give meaning to marks during writing. • Begin to break the flow of speech into words. • Attempt to write short sentences.

Learning Objectives	Milestone 1 (Year 1 & 2)		Year 1			Year 2		
			Term 1 Term 2	Term 3 Term 4	Term 5 Term 6	Term 1 Term 2	Term 3 Term 4	Term 5 Term 6
Composition	To write with purpose	<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. 						
	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. 						
	To organise writing appropriately	<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. 						
	To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 						
	To use sentences appropriately	<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. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 						
Transcription	To present neatly	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. 						

	<ul style="list-style-type: none"> • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 						
To spell correctly	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • 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). • 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. • 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 correctly	<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 punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted 						

		<p>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 correctly, including the progressive form. 						
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: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 						
	To present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. 						

Learning Objectives	Milestone 2 (Year 3 & 4)		Year 3			Year 4		
			Term 1 Term 2	Term 3 Term 4	Term 5 Term 6	Term 1 Term 2	Term 3 Term 4	Term 5 Term 6
Composition	To write with purpose	<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. 						
	To use imaginative description	<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. 						
	To organise writing appropriately	<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. 						
	To use paragraphs	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 						
	To use sentences appropriately	<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 • clauses • adverbial phrases 						

Transcription	To present neatly	<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. 						
	To spell correctly	<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, dictated by the teacher, that include words and punctuation taught so far 						
	To punctuate accurately	<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 contrast to the past tense. • 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. 						
Analysis and presentation	To analyse writing	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: Year 3 <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct 						

		speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. Year 4 • pronoun, possessive pronoun, adverbial.						
	To present writing	• Read aloud writing to a group or whole class, using appropriate intonation.						

Learning Objectives	Milestone 3 (Year 5 & 6)		Year 5			Year 6		
			Term 1 Term 2	Term 3 Term 4	Term 5 Term 6	Term 1 Term 2	Term 3 Term 4	Term 5 Term 6
Composition	To write with purpose	<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. 						
	To use imaginative description	<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. 						
	To organise writing appropriately	<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. 						
	To use 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. 						

	To use sentences appropriately	<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 • a clear subject and object • hyphens, colons and semi colons • bullet points. 						
Transcription	To present neatly	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style. 						
	To spell correctly	<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 spelling of words in a dictionary. • Use a thesaurus. 						
	To punctuate accurately	<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 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. 						

		<ul style="list-style-type: none"> • 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. • 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"> • 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. <p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. 						
	To present writing	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume. 						

Challenge - Years 7,8,9**Writing opportunities**

- Write for a wide range of purposes and audiences, including:
 - 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.

Composition

- Summarise and organise material.
- Support ideas and arguments with appropriate detail.
- Use a wide and rich vocabulary.
- Apply knowledge of grammar and text structure to organise writing.
- Draw upon knowledge of literacy and rhetorical devices to enhance the impact of writing.
- Consider how the purpose of writing reflects the audiences and purposes for which it was intended.

Analysing

- 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.
- Know and understand the different situations for using standard and other varieties of English.
- Discuss writing with precise and confident use of linguistic and literacy terminology.