

Nursery	WRITING - Nursery					
	Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> <li>Begins to have an awareness of mark making</li> <li>uses different equipment to make marks</li> <li>continues to use mark making equipment</li> <li>children begin to use drawing to express ideas and tell stories</li> <li>Show an understanding of how writing and drawing help us communicate</li> <li>Engages in mark making in their play</li> <li>Uses their own illustrations or props to retell a story.</li> <li>Plays with rhyming words, alliteration and hears and says some letter sounds.</li> </ul> <p>We achieve this by, having clipboards with all set ups to encourage mark making, our cosy corner contains story sacks, puppets, different genres of books to help with retelling of stories. We use phonics play and modelling to help with rhyme, alliteration and frieze frames.</p>	<ul style="list-style-type: none"> <li>Uses hands to explore different textures.</li> <li>Uses extended arms when moving, dancing and climbing</li> <li>Using textures within the provision eg. playdough, finger gym, loose parts, 'fine motor friday'.</li> <li>Gross motor stretches in PE, climbing trees outside and having the opportunity to use tweezers and threading.               <ul style="list-style-type: none"> <li>Mark making with a range of tools in different textures.</li> <li>Making marks creating forwards, backwards or circular movement.</li> <li>Uses cross lateral movement</li> </ul> </li> <li>is able to use one handed equipment with control.</li> <li>Using textures within the provision eg dough gym, finger gym, loose parts, tinkering table.</li> <li>Gross motor stretches in PE, climbing trees outside and having the opportunity to use tweezers, threading and butter toast at snack</li> </ul>	<ul style="list-style-type: none"> <li>Holds and manipulates tools and equipment using a fist or pincer grip.</li> <li>Using textures within the provision eg. playdough, finger gym, loose parts, 'fine motor friday'.</li> <li>Water play/ sand play with a range of equipment such as jugs, spoons, ladles and bowls for pouring and scooping.</li> <li>Variety of mark making resources; brushes,</li> </ul> <p><i>Climbs using hands and feet and able to use equipment that requires pulling and pushing.</i></p> <ul style="list-style-type: none"> <li>Mark making shows variation in shape and form.</li> <li>To write some letters from their own name.</li> <li>Uses groups of letters or letter-like shapes when writing</li> </ul> <p>Variety of writing resources, paper, lined paper, themed paper, paint brushes and water, chalk, glitter tray. In phonics, correct formation of phonemes using large scale movements.</p>	<ul style="list-style-type: none"> <li>Can follow simple instructions when given visual clues or gesture.</li> <li>Tidying up, collecting named resources, getting themselves ready for the garden.</li> </ul> <p><i>Listens and responds to talk when playing alongside an adult.</i></p>	<ul style="list-style-type: none"> <li>Can use up to 50 words and can put two words together.</li> <li>Links words and objects asking for the name of familiar objects.</li> <li>Getting to know you; Talking about our families, what we like to play with, what we are doing, nursery rhymes.</li> </ul> <p><i>Uses language to find out by asking the question 'What's that?' or 'Why?'.</i> <i>Links four words together.</i> <i>Understands simple instructions.</i> <i>Links actions to words in games, action songs and rhymes.</i> <i>Responds to questions with two given choices.</i> <i>Actions demonstrate understanding of simple concepts.</i></p> <ul style="list-style-type: none"> <li>Can answer simple questions about themselves.</li> <li>To begin to understands 'how' and 'why' questions</li> </ul> <p>Pobble, DERIC sessions and picture news.</p>	<ul style="list-style-type: none"> <li>Shows an emotional response when looking at or sharing a book.</li> <li>Able to fill in the missing word (sign or speech) when a story is read to them.</li> <li>Looking at stories and singing nursery rhymes, pausing to encourage the children to fill in the missing words.               <ul style="list-style-type: none"> <li>Knows that print carries meaning and how to handle books.</li> </ul> </li> <li>Recognise some letters from their own name.</li> </ul> <p>Guided reading, names when dismissing at lunch ect. Talking about title, author and blurb. Name cards for self-registration, in writing area, pegs.</p>

WRITING - Reception						
Reception	Transcription	Handwriting	Composition Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> <li>Engages in mark making in their play</li> <li>Uses their own illustrations or props to retell a story.</li> <li>Plays with rhyming words, alliteration and hears and says some letter sounds.</li> </ul> <p style="color: purple;">We achieve this by, having clipboards with all set ups to encourage mark making, our cosy corner contains story sacks, puppets, different genres of books to help with retelling of stories. We use phonics play and modelling to help with rhyme, alliteration and frieze frames.</p> <ul style="list-style-type: none"> <li>Uses groups of letter like shapes when writing</li> <li>Ascribes meaning to the marks they make</li> <li>Segments cvc words and uses appropriate letters to represent sound in their writing</li> <li><b>Spell words containing each of the 40+ phonemes already taught</b></li> <li>Spell common exception words <span style="color: red;">that have been taught</span></li> <li><b>Name the letters of the alphabet in order</b></li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>Uses cross lateral movement</li> <li>is able to use one handed equipment with control.</li> </ul> <p style="color: purple;">Using textures within the provision eg dough gym, finger gym, loose parts, tinkering table.</p> <ul style="list-style-type: none"> <li>Gross motor stretches in PE, climbing trees outside and having the opportunity to use tweezers, threading and butter toast at snack</li> <li><b>Uses one handed equipment with control</b></li> <li><b>Uses precision to control and manipulate small equipment</b></li> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li><b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making shows variation in shape and form.</li> <li>To write some letters from their own name.</li> <li>Uses groups of letters or letter-like shapes when writing</li> </ul> <p style="color: purple;">Variety of writing resources, paper, lined paper, themed paper, paint brushes and water, chalk, glitter tray.</p> <p style="color: purple;">In phonics, correct formation of phonemes using large scale movements.</p> <ul style="list-style-type: none"> <li>Writes for different purposes</li> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> <li><span style="color: red;">Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</span></li> </ul>	<ul style="list-style-type: none"> <li>Follows instructions without visual clues</li> <li>Listens to others and stories in small groups</li> <li>Anticipates key events and phrases in rhymes and stories.</li> </ul> <p style="color: purple;">Guided reading, predicting the ending and what is going to happen next. Daily stories and communication.</p> <ul style="list-style-type: none"> <li>Is able to express themselves using extended language utilising connectives or added detail</li> <li><span style="color: red;">Has an awareness that ideas can be organised into a sequence</span></li> </ul>	<ul style="list-style-type: none"> <li>Can answer simple questions about themselves.</li> <li>To begin to understands 'how' and 'why' questions</li> </ul> <p style="color: purple;">Orally</p> <ul style="list-style-type: none"> <li>Uses past, present and past tenses appropriately in speech</li> <li>Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Compose a sentence orally before writing it</li> <li><span style="color: red;">Write a simple sentence starting with a personal pronoun</span></li> <li><span style="color: red;">Write a simple sentence starting with a noun/proper noun</span></li> </ul>	<ul style="list-style-type: none"> <li>Knows that print carries meaning and how to handle books.</li> <li>Recognise some letters from their own name.</li> </ul> <p style="color: purple;">Guided reading, names when dismissing at lunchtime . Talking about title, author and blurb. Name cards for self-registration, in writing area, pegs.</p> <ul style="list-style-type: none"> <li>To recognise a full stop and capital letter</li> <li>Leave spaces between words</li> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun 'I'</li> <li><b>Begin to punctuate sentences using a capital letter and a full stop</b></li> <li>Join words using 'and'</li> </ul>

<b>Summer focus</b>  Writing at tables	<ul style="list-style-type: none"> <li>• <b>Spell words containing each of the 40+ phonemes already taught</b></li> <li>• Spell common exception words <b>that have been taught</b></li> <li>• <b>Name the letters of the alphabet in order</b></li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• <b>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• How words combine to make a sentence. (Use determiners such as the, an, a, my, your, this, that, his, her, some, lots of)</li> </ul>	<ul style="list-style-type: none"> <li>• Has an awareness that ideas can be organised into a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Use 'and' to combine sentences</li> <li>• Write a simple sentence starting with a noun/proper noun - introduce technical language ie. a name is a noun</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise a full stop and capital letter</li> <li>• Leave spaces between words</li> <li>• Use capital letter for names</li> <li>• Use capital letter for the personal pronoun 'I'</li> <li>• <b>Begin to punctuate sentences using a capital letter and a full stop</b></li> </ul>
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### Achieving age-related expectations in Year 1 – Writing Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and idea
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

#### Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.

#### Comprehension

Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when



# Westwood & Grove Primary Schools

## Literacy Curriculum Phase Expectations



they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension. However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information. Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

### Spelling

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

### Handwriting

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

### Composition

At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

### Vocabulary, Grammar and Punctuation

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2\_ ('Terminology for pupils') when their writing is discussed. Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary.

WRITING – Year 1						
Year 1	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Taught throughout	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Form digits 0-9</li> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>			<ul style="list-style-type: none"> <li>begin to use rhyme and rhythm in poems</li> </ul>	
Autumn	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught</li> <li>Spell common exception words that have been taught</li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>How words combine to make a sentence. (Use determiners such as the, an, a, my, your, this, that, his, her, some, lots of</li> </ul>	<ul style="list-style-type: none"> <li>Has an awareness that ideas can be organised into a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a sentence orally before writing it.</li> </ul>	<ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Use capital letter for names</li> <li>Use capital letter for the personal pronoun 'I'</li> <li>Begin to punctuate sentences using a capital letter and a full stop</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Spell the days of the week</li> </ul>		<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense</li> <li>Join clauses using 'and' 'because'</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences to form short narratives. (opening, problem, solution) (once upon a time, suddenly, finally)</li> </ul>	<ul style="list-style-type: none"> <li>Compose simple sentences independently.</li> <li>Compose compound sentences using 'and' to join clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate sentences using a question mark</li> <li>Use simple noun phrases</li> <li>Use a capital letter for days of the week</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Can use the prefix un-</li> <li>Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words</li> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use -ing and -ed, where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to join 2 or more letters using the cursive style.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple prepositions (inside, outside, towards, across, under)</li> <li>Read aloud their writing clearly enough to be heard by their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to independently organise ideas using number and when adverbials. (Then, next, finally, soon, first, now,, immediately, afterwards)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form complex sentences using 'because' to add detail.</li> <li>Begin to use expanded noun phrases using adjectives e.g. the huge elephant</li> </ul>	<ul style="list-style-type: none"> <li>Begin to punctuate sentences using an exclamation mark</li> <li>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>

# Westwood & Grove Primary Schools

## Literacy Curriculum Phase Expectations

### Achieving age-related expectations in Year 2 - Writing

#### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups, and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading. When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word. Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up. Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.

##### Comprehension

Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic. The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words. Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do. Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions. Role-play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.

##### Spelling

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words. At this stage children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds. Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

##### Handwriting

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

##### Composition

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

##### Vocabulary, Grammar and Punctuation

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

WRITING – Year 2						
Year 2	Transcription	Handwriting	Composition Composition and Effect	Begin to form complex sentences using 'because' 'when' to add detail. Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Taught throughout	<ul style="list-style-type: none"> <li>Spell common exception words <b>taught so far</b></li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>When planning, write down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i></li> </ul>
Autumn	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>Re-read to check that writing makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>5 parts - opening (<b>one ... morning, in a land ...</b> ), build up (<b>later that day</b>), problem (<b>to his/her amazement</b>), solution (<b>as soon as</b>), ending (<b>luckily, fortunately</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Write a range of writing for different purposes e.g. poetry and real events.</li> <li>(<b>ontomotopia - splashing, stomping, creaking, dripping and alliteration</b>)</li> <li>Compose compound sentences using 'and' to join two independent clauses.</li> <li>Begin to use similes using 'as' like' in different writing forms to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> <li>Use coordinating conjunctions (or/and/but)</li> <li>Write expanded noun phrases to describe and specify</li> <li>Use commas to separate items in a list</li> </ul>
Spring	<ul style="list-style-type: none"> <li>Use the possessive apostrophe (singular)</li> <li>Add suffixes to spell longer words, including -ly</li> <li>Add suffixes to spell longer words -ment, -ness</li> </ul>	<ul style="list-style-type: none"> <li>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher</li> <li>Join clauses using or, and, but</li> </ul>	<ul style="list-style-type: none"> <li>Compose sentences using when adverbs and adverbial phrases. (<b>Eventually, meanwhile, the next day, after a while, a moment later, when it was all over</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Compose compound sentences using 'but' 'or' to join clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinating conjunctions (when/ if /that /because)</li> <li>Use the suffixes -er, -est, in adjectives</li> <li>Use the present and past tenses correctly and consistently</li> <li>Use -ly to turn adjectives into adverbs - slow/ slowly</li> </ul>
Summer	<ul style="list-style-type: none"> <li>Spell common homophones and distinguish between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including -ful, -less (to create adjectives)</li> <li>Spell more words with contracted forms</li> </ul>		<ul style="list-style-type: none"> <li>Re-read to check that writing makes sense focusing on verb tense.</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with other pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple how adverbs to compose sentences. (<b>usually, sometimes, normally, carefully, slowly</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form complex sentences using 'if' 'until' ' to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>Use the progressive form correctly and consistently e.g he was shouting.</li> <li>Use progressive form of verbs in present and past tense to marks in progress. E.g. she is drumming</li> <li>Use apostrophes to mark singular possession in nouns</li> <li>Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman</li> <li>Use apostrophes to mark where letters are missing in spelling</li> </ul>

# Westwood & Grove Primary Schools

## Literacy Curriculum Phase Expectations

### Achieving age-related expectations in Year 3 - Writing

#### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

##### Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

##### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

##### Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

##### Composition

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

##### Vocabulary, Grammar and Punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].



WRITING – Year 3						
Year 3	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>When planning, discuss and record ideas</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li><b>Writing is clear in purpose</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Organise writing into logical chunks and write a coherent series of linked sentences for each</b></li> <li><b>Select nouns and pronouns to provide clarity for the reader</b></li> <li>Use simple organisational devices, e.g. headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write an increasing range of sentence structures (<b>simple and compound</b>)</li> <li>Use some variation in sentence types (statement/ command/ question/ exclamation)</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> <li>Use conjunctions to express time, place and cause</li> <li>Use adverbs and prepositions to express time, place and cause</li> <li>Know when to use 'a' and 'an'</li> <li>Proof-read for spelling and punctuation errors</li> <li>Use irregular simple past-tense verbs e.g. <b>awake / awoke</b></li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Form nouns using prefixes e.g. super, anti, auto</li> <li>Spell further homophones and understand their meanings</li> </ul>		<ul style="list-style-type: none"> <li>In narratives, creates settings, characters and plot</li> <li><b>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</b></li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li><b>Vary nouns and pronouns to avoid repetition</b></li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (<b>complex</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</li> </ul>		<ul style="list-style-type: none"> <li><b>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Uses varied nouns and pronouns for cohesion</b></li> </ul>		<ul style="list-style-type: none"> <li>Use fronted adverbials followed by a comma.</li> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma</i></li> </ul>

# Westwood & Grove Primary Schools

## Literacy Curriculum Phase Expectations

### Achieving age-related expectations in Year 4 - Writing

#### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

##### Comprehension

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

##### Spelling

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

##### Handwriting

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

##### Composition

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

##### Vocabulary, Grammar and Punctuation

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

WRITING – Year 4						
Year 4	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt (English Appendix 1)</li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing and recording ideas</li> <li>Use a varied and rich vocabulary</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>In narratives, creates settings, characters and plot</li> <li>Writing is clear in purpose</li> </ul>	<ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Non-narrative material uses simple organisational devices</li> <li>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue)</li> <li>Use an increasing range of sentence length and structure</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the strict maths teacher with curly hair</i></li> <li>Understand the difference between plural and possessive -s</li> <li>Proof-read for spelling and punctuation errors</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>Plural nouns of words ending in 'o'.</li> </ul>	<ul style="list-style-type: none"> <li>Can correctly join letters in accordance with the school's agreed style</li> <li>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</li> </ul>	<ul style="list-style-type: none"> <li>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</li> <li>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</li> </ul>	<ul style="list-style-type: none"> <li>Openings and closings are clearly signalled and well developed</li> <li>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</li> </ul>		<ul style="list-style-type: none"> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Standard English forms for verb inflections instead of local spoken forms</li> <li>Use fronted adverbials followed by a comma</li> </ul>
<b>Summer</b>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>Use figurative language such as similes, alliteration to build a picture in the readers head</li> </ul>			<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial</i></li> </ul>

# Westwood & Grove Primary Schools

## Literacy Curriculum Phase Expectations

### Achieving age-related expectations in Year 5 - Writing

#### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

##### Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

##### Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

##### Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

##### Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

##### Vocabulary, Grammar and Punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

WRITING – Year 5						
Year 5	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> <li>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</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus</li> <li>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, 'de-', 'mis-', 'over-' and 're-'</li> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li><b>Identify audience for, and purpose of, the writing</b></li> <li><b>Select the appropriate form and use other similar writing as models for their own</b></li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li><b>In narratives, describe settings, characters and atmosphere</b></li> <li><b>Choose the appropriate register for the audience and purpose (formal or informal)</b></li> <li><b>Viewpoint is established and generally maintained</b></li> <li><b>Use figurative language such as similes, alliteration, metaphors and personification in poetry</b></li> <li><b>Editing sentences by either expanding or reducing for meaning and effect</b></li> <li><b>Content is balanced e.g. between action/ description/ dialogue, fact and comment</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</b></li> <li><b>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</b></li> <li>Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>)</li> <li>Linking ideas across paragraphs through tense choice (he had seen her before)</li> <li><b>Use a wide range of devices to build cohesion within paragraphs</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Make deliberate choices of sentence length and structure for impact on the reader</b></li> <li><b>Fronted prepositional phrases for greater effect</b> <i>Throughout the stormy winter ...</i> <i>Far beneath the frozen soil ...</i></li> <li><b>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</b></li> <li><b>Use a wide range of clause structures, sometimes varying their position within the sentence</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Proof-read for spelling and punctuation errors</b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that</li> <li><b>Use commas to clarify meaning or avoid ambiguity in writing</b></li> <li><b>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</b></li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li><b>Use modal verbs or adverbs to indicate degrees of possibility</b></li> <li><b>Ensure the consistent and correct use of tense throughout a piece of writing</b></li> <li>Use a colon to introduce a list</li> <li><b>Use semi colons, colons or dashes to mark boundaries between independent clauses</b></li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></li> </ul>

# Westwood & Grove Primary Schools

## Literacy Curriculum Phase Expectations

### Achieving age-related expectations in Year 6 - Writing

#### Fluency – Clarity – Accuracy – Coherence

#### The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### Non-Statutory Guidance

##### Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

##### Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

##### Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

##### Spelling

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

##### Handwriting

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

##### Composition

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

##### Vocabulary, Grammar and Punctuation

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.

WRITING – Year 6						
Year 6	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
<b>Aut um n</b>	<ul style="list-style-type: none"> <li>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</li> <li><b>Use dictionaries to check the spelling and meaning of words</b></li> <li>Use a thesaurus</li> <li>Recognise how words are related by meaning as synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li><b>Identify the audience for and purpose of the writing</b></li> <li><b>Select the appropriate form and use other similar writing as models for their own</b></li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li><b>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</b></li> <li><b>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</b></li> <li>Draft and write by using a wide range of devices to build cohesion within paragraphs</li> <li>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (<b>tense choice/ adverbials</b>) and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li><b>Use a wide range of clause structures, sometimes varying their position within the sentence</b></li> <li><b>Use the passive to affect the presentation of information in a sentence</b> e.g. <i>I broke the window in the greenhouse / the window in the greenhouse was broken</i></li> <li>Use the structures typical of informal speech e.g. the use of question tags: <i>He's your friend, isn't he?</i></li> <li>Use the structures appropriate for formal speech and writing e.g. <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Proof-read for spelling and punctuation errors</b></li> <li><b>Ensure the consistent and correct use of tense throughout a piece of writing</b></li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Use correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li><b>Use a colon to introduce a list</b></li> <li>Use a semi colon within lists</li> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use hyphens to avoid ambiguity</li> </ul>
<b>Spr ing</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters</li> </ul>		<ul style="list-style-type: none"> <li><b>In narratives, describe settings, characters and atmosphere</b></li> <li>Integrate dialogue to convey character and advance the action</li> <li><b>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</b></li> <li><b>Selects verb forms for meaning and effect e.g. deliberate change of tense</b></li> </ul>			<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li><b>Use modal verbs or adverbs to indicate degrees of possibility</b></li> <li><b>Punctuate bullet points consistently</b></li> </ul>
<b>S u m m e r</b>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>		<ul style="list-style-type: none"> <li><b>Manage shifts in levels of formality within a text</b></li> <li><b>Select synonyms accurately for effect rather than as an alternative for an original word</b></li> </ul>			<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</i></li> </ul>