

# Writing Curriculum

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose and Audience	<p>Purpose: to inform/entertain</p> <p>Audience: children (informal)</p> <p>Types: Oral descriptions/recounts of personal experiences/familiar stories</p>	<p>Purpose: to inform/entertain</p> <p>Audience: peers (informal)</p> <p>Types: Recount/descriptions (including familiar stories)</p>	<p>Purpose: to inform/entertain</p> <p>Audience: peers (informal)</p> <p>Types: Recount (including familiar stories)/descriptions /letter/instructions/simple poetry</p>	<p>Purpose: to inform/entertain</p> <p>Audience: peers/public (informal/formal)</p> <p>Types: Narrative/Recount/descriptions/Explanation/Poster</p>	<p>Purpose: to inform/entertain and persuade</p> <p>Audience: peers/public (formal/informal)</p> <p>Types: Narrative/Biography/advert/letter/Poetry</p>	<p>Purpose: to inform/entertain/persuade</p> <p>Audience: Peers/public (formal/informal)</p> <p>Types: Narrative/Description/Reports/Biography/Newspaper/Poetry</p>	<p>Purpose: to inform/entertain/persuade/discuss</p> <p>Audience: Peers/public (formal/informal)</p> <p>Types: Argument/Newspaper/Review/Advertisement/Speech/Narrative/Description</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Transcription: Handwriting</p>	<p>use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>begin to use spacing between letters and words.</p> <p>form capital letters.</p> <p>form digits 0–9.</p>	<p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>learn unjoined handwriting before they start using some of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>form lower-case letters of the correct size relative to one another</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>alternative spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>spell common exception words</p>	<p>Develop writing legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>
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# Writing Curriculum

Middleton/2025/Witherley

			distinguish between homophones and near-homophones	Develop most effective joins for all letters	Develop fluency when joining letters	Develop writing stamina
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spelling/Grammar/Punctuation Transcription:</p>	<p>spell words by identifying sounds in them and representing the sounds with a letter or letters (orally and written).</p> <p>recognise that sentences need a capital letter and a full stop</p> <p>begin use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>write simple dictated phrases and sentences.</p> <p>Begin to independently write simple phrases and sentences that can be read by others.</p>	<p>spell words containing each of the 40+ phonemes taught.</p> <p>spell common exception words</p> <p>spell the days of the week.</p> <p>name the letters of the alphabet in order.</p> <p>using letter names to distinguish between alternative spellings of the same sound.</p> <p>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Year 1 spelling list</p> <p>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Know the possessive apostrophe (singular).</p> <p>spell more words with contracted forms.</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>apply spelling rules and guidelines from Year 2 spelling lists.</p> <p>sentences with different forms: statement, question, exclamation, command.</p> <p>the present and past tenses correctly and consistently including the progressive form.</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>use some features of written Standard English.</p> <p>suffixes to form new words (-ful, -er, -ness).</p> <p>beginning more consistently to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for</p>	<p>spell further homophones.</p> <p>spell the 100 words that are often misspelt correctly e.g. off, with, some.</p> <p>using the present perfect form of verbs in contrast to the past tense.</p> <p>form nouns using prefixes (super-, anti-).</p> <p>use the correct form of 'a' or 'an'.</p> <p>word families based on common words (solve, solution, dissolve, insoluble).</p> <p>using and punctuating direct speech (i.e. Inverted commas).</p>	<p>spell further homophones.</p> <p>spell the 100 words that are often misspelt correctly e.g. off, with, some.</p> <p>use further prefixes and suffixes and understand how to add them.</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>use fronted adverbials.</p> <p>know the difference between plural and possessive -s.</p> <p>recognise standard English verb inflections (I did vs I done).</p> <p>use extended noun phrases, including with prepositions</p>	<p>spell some words with 'silent' letters.</p> <p>continue to distinguish between homophones and other words which are often confused.</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p><b>use further prefixes and suffixes and understand the guidance for adding them.</b></p> <p><b>use dictionaries to check the spelling and meaning of words.</b></p> <p><b>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</b></p> <p>use commas to clarify meaning or avoid ambiguity in writing.</p> <p>use brackets, dashes or commas to indicate parenthesis.</p>	<p>spell some words with 'silent' letters.</p> <p>continue to distinguish between homophones and other words which are often confused.</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>use passive verbs to affect the presentation of information in a sentence.</p> <p>use the perfect form of verbs to mark relationships of time and cause.</p> <p>recognise differences in informal and formal language.</p>
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		use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	lists and apostrophes for contracted forms and the possessive (singular).		Use the appropriate choice of pronoun or noun to create cohesion.  use commas after fronted adverbials  indicate possession by using the possessive apostrophe with singular and plural nouns.  use and punctuate direct speech (including punctuation within and surrounding inverted commas).		know synonyms & Antonyms.  use further cohesive devices such as grammatical connections and adverbials.  use of ellipsis.
Composition: Developing paragraphing	orally develop own narratives and explanations by connecting ideas and events.	sequence sentences to form short narratives (orally and written).	sequence sentences to form short narratives.	begin to group related ideas together into paragraphs (using sub-headings in non-fiction).	use paragraphs to organise ideas around a theme.  paragraphs use cohesion.	link ideas across paragraphs.  use a wide range of devices to build cohesion within a paragraph e.g. conjunctions, substitution.	use a wider range of cohesive devices to link ideas across paragraphs.

Composition: Maintaining coherence			Use tense, person and punctuation to aid the sense of the writing.				
Joining ideas by developing sentence structure  Composition: Developing sentence structure		join groups of words together to form a sentence (including a subject and a verb).  join clauses using 'and'.	join clauses using co-ordination (FANBOYS) and subordination.	extend the range of sentences, with more than one clause using a wider range of conjunctions including when, if, because, although to link ideas.			
				use conjunctions to say 'when, where and how' to link information.	use relative clauses to add information about the noun. Some can be inserted using parenthesis e.g. using commas, brackets or dashes		
				move some subordinate clauses to the beginning of sentences to form fronted adverbials.			
Developing the range of cohesive devices  Composition: Developing the range of cohesive devices				use conjunctions, adverbs and prepositions to say 'when, where and how' to develop the use of adverbials	begin to use some adverbial phrases (saying when, where or how) at the beginning of sentences to link them together within paragraphs.	build cohesion within paragraphs e.g. adverbs such <i>as, then, after that, this, firstly</i> .	link ideas across paragraphs using adverbials such as, on the other hand, as a consequence.
				make an appropriate choice of pronouns or noun within and across sentences.			

						<p>use adverbials of time, place and number to link ideas across paragraphs.</p> <p>use tense to link ideas across paragraphs, e.g. he had seen her before, we have seen her before.</p>
						<p>link ideas using a wide range of devices:</p> <ul style="list-style-type: none"> <li>-repetition of a word or phrase</li> <li>-ellipsis</li> <li>-layout devices (non-fiction)</li> </ul>
Composition: Using tenses	orally use past, present and future forms.		consistent use of the past and present tense in writing.		use standard verb forms e.g. we were <i>not</i> we was, I did <i>not</i> I done.	
						<p>use of modal verbs: <i>can, might, should, could, would, ought, must.</i></p>
Composition: Present tense			<p>use simple present tense for actions happening now. <i>I eat my tea. He eats his tea.</i></p> <p>Use present progressive tense for ongoing actions happening now. <i>I am eating my tea. They were eating their tea.</i></p>			
			<p>Use of the passive form to show what was done rather than who did it. <i>The tea was eaten (by Mr Bean).</i> <i>The bag was torn (by Mr Bean).</i></p>			

Composition: Past6 tense			<p>use simple past tense for actions that have been completed. <i>I ate my tea.</i> <i>He ate his tea.</i></p>			<p>use of the past perfect tense to link back to previous events. <i>She <b>had</b> seen her before.</i></p>	<p>present and past perfect can be used to write more formally.</p>
			<p>use past progressive tense for ongoing actions in the past. <i>I was eating my tea.</i> <i>They were eating their tea.</i></p>	<p>use the present perfect to write about events in the past that are relevant now.  <i>I <b>have</b> eaten my tea.</i> <i>She <b>has</b> seen her before.</i> <i>I <b>have</b> been here before.</i></p>			
						<p>Use of present perfect with modals. <i>We <b>could have</b> done that earlier.</i> <i>I <b>should have</b> finished.</i></p>	