



Christ the King Catholic School

Whole School Writing Curriculum - Overview



	<u>REC</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Vocabulary & Grammar	Begin to form simple sentences sometimes using punctuation. Write graphemes for each of the 44 phonemes Write their own first names (beginning to attempt surname) and other things such as labels and captions.	Write clearly demarcated sentences. Use 'and' to join ideas Use standard forms of verbs, e.g. go/went.	Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Use conjunctions to join sentences (e.g. so, but). Write using subordination (when, if, that, because). Correct use of verb tenses.	Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Use conjunctions to join sentences (e.g. so, but). Write using subordination (when, if, that, because). Correct use of verb tenses.	Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind). Appropriate choice of noun or pronoun.	Add phrases to make sentences more precise & detailed. Use a range of sentence openers – judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition.	Use subordinate clauses to write complex sentences. Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely. Demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations – recognise subjunctive (mood or tone).
Punctuation	Begin to show awareness of capital letters at the start of a sentence and a full stop at the end.	Demonstrate evidence of: capital letters, full stops, question marks, exclamation marks. Capital letters for names & personal pronoun 'I'.	Correct & consistent use of: capital letters, full stops, question marks, exclamation marks. Commas in a list. Apostrophe (contractions). Possessive apostrophe for singular nouns Begin	Correct use of inverted commas for direct speech.	Correct use of inverted commas for direct speech.	Brackets, dashes, commas. Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions.	Semi-colon, colon, dash to mark the boundary between independent clauses. Correct punctuation of bullet points. Hyphens to avoid ambiguity. Full range of punctuation matched

			to use inverted commas.			Use verb phrases to create subtle differences (e.g. she began to run).	to requirements of text type.
Paragraphing		Clearly sequenced sentences (as introduction to paragraphs).	Write under headings (as introduction to paragraphs).	Group ideas into paragraphs around a theme. Write under headings & subheadings.	Use connectives to link paragraphs. Organise paragraphs around a theme.	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal a change in time, scene, action, mood or person.
Writing Process		Include a simple beginning, middle and end in writing. Re-read what has been written to check it makes sense. Read aloud own writing clearly enough to be heard by peers and the teacher.	Write for different purposes (including poetry). Proofread to check for errors in spelling, grammar and punctuation. Re-read writing to check for correct and consistent tense.	Assess the effectiveness of own and others' writing. Proofread for spelling, grammar and punctuation errors and self-correct.	Create settings, characters and plots in narratives. Writes non-narratives using appropriate organisational devices. Assess the effectiveness of their own and others' writing and suggest improvements.	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere. Proofread own work for spelling and punctuation errors. In writing narratives, considering how authors have developed characters and settings.	Use drafting. Précis longer passages appropriately. Proofread writing for wider audience to ensure the accuracy of spelling and punctuation.

Handwriting		Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. Use spacing between words that reflects the size of the letters.	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. 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).	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. choosing the writing implement that is best suited for a task.
Spelling	Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	Sound blend new words. Apply phonic knowledge to spell an increasing number of complex words. Common exception word List.	Apply phonic knowledge to spell an increasing number of complex words. Recognise phonic irregularities. Homophones and near homophones. Common exception word List.	Add suffixes beginning with vowel letters to words of more than one syllable. Prefixes Possessive apostrophes with plural words. Unusual spellings eg – ure, ch (k), gue, que. Homophones. Statutory word Lists 3 and 4.	Prefixes and suffixes: word endings eg. – cious, tious, cial etc. Use of hyphens. Silent letters. Homophones and near homophones. Statutory word Lists 5 and 6.