

Curriculum Objectives			
EYFS	KS1		
Development matters:	Year 1:		
Birth to three:	Transcription:		
 Copy finger movements and other gestures. 	Pupils should be taught to:		
Enjoy drawing freely.	Spell:		
 Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 	 words containing each of the 40+ phonemes already taught common exception words 		
 Make marks on their picture to stand for their name. 	the days of the week		
 Notice some print, such as the first letter of their name, a bus or door 	Name the letters of the alphabet:		
number, or a familiar logo.	naming the letters of the alphabet in order		
3 and 4 year olds:	 using letter names to distinguish between alternative spellings of the 		
Write some letters accurately.	same sound		
 Use some of their print and letter knowledge in their early writing. 	add prefixes and suffixes:		
For example: writing a pretend shopping list that starts at the top	 using the spelling rule for adding –s or –es as the plural marker for nouns 		
of the page; writing 'm' for mummy.	and the third person singular marker for verbs		
Write some or all of their name.	using the prefix un—		
 Engage in extended conversations about stories, learning new vocabulary. 	• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker,		
Understand the key concepts about print:	quickest]		
 print has meaning 	apply simple spelling rules and guidance, as listed in English Appendix 1		
 print can have different purposes 	write from memory simple sentences dictated by the teacher that include		
Reception:	words using the GPCs and common exception words taught so far		
Form lower-case and capital letters correctly.	Handwriting:		
Spell words by identifying the sounds and then writing the sound	Pupils should be taught to:		
with letter/s.	sit correctly at a table, holding a pencil comfortably and correctly		
Write short sentences with words with known sound-letter	begin to form lower-case letters in the correct direction, starting and section is the object of the correct direction.		
correspondences using a capital letter and full stop.	finishing in the right place		
Re-read what they have written to check that it makes sense.	• form capital letters		
	• form digits 0-9		
Children at the average of level of development will.	understand which letters belong to which handwriting 'families' (i.e.		
Children at the expected level of development will:	letters that are formed in similar ways) and to practise these		



- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Composition:

Pupils should be taught to:

- write sentences by: saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Grammar, vocabulary and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2:

Transcription:

Pupils should be taught to:

Spell:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words



- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

Pupils should be taught to:

- 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 lower case letters
- use spacing between words that reflects the size of the letters.

Composition:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils



- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar, vocabulary and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



English - Writing Progression & Coverage Document

	Objectives			
	YN	YR	Y1	Y2
	As a writer	As a writer	As a writer	As a writer
Transcription	<u>Autumn</u>	Ongoing	Ongoing	Y2 Pupils should be taught to:
	Pupils should be taught to:	Pupils should be taught to:	Y1 Pupils should be taught to:	Spell:
	Birth to three:	 Spell words by identifying 	Spell:	 segmenting spoken words
	 Copy finger movements 	the sounds and then writing	 words containing each of the 	into phonemes and
	and other gestures.	the sound with letter/s.	40+ phonemes already taught	representing these by
	3 and 4 year olds:	Form lower-case and capital	 common exception words 	graphemes, spelling many
	 Write some letters 	letters correctly.	the days of the week	correctly
	accurately.		Name the letters of the	 learning new ways of spelling
		Children at the expected level	alphabet:	phonemes for which one or
		of development will:	 naming the letters of the 	more spellings are already
	<u>Spring</u>	Write recognisable letters,	alphabet in order	known, and learn some words
	Pupils should be taught to:	most of which are correctly	 using letter names to 	with each spelling, including a
	Birth to three:	formed;	distinguish between	few common homophones
	 Enjoy drawing freely. 	Spell words by identifying	alternative spellings of the	learning to spell common
		sounds in them and	same sound	exception words
	Summer	representing the sounds	add prefixes and suffixes:	learning to spell more words
	Pupils should be taught to:	with a letter or letters;	 using the spelling rule for 	with contracted forms
	Birth to three:		adding –s or –es as the plural	 learning the possessive
	Make marks on their		marker for nouns and the	apostrophe (singular) [for
	picture to stand for		third person singular marker	example, the girl's book]
	their name.		for verbs	distinguishing between
	Notice some print, such		 using the prefix un– 	homophones and near-
	as the first letter of their		• using –ing, –ed, –er and –est	homophones
	name, a bus or door		where no change is needed in	add suffixes to spell longer
	number, or a familiar		the spelling of root words [for	words, including –ment, –
	logo.		example, helping, helped,	ness, –ful, –less, –ly apply
	Suning and Sunana		helper, eating, quicker,	spelling rules and guidance,
	Spring and Summer		quickest]	as listed in English Appendix 1
	3 and 4 year olds:			write from memory simple
				sentences dictated by the



	 Write some letters accurately. Write some or all of their name. 		 apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Handwriting: Pupils should be taught to: 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 	teacher that include words using the GPCs, common exception words and punctuation taught so far. Handwriting: Pupils should be taught to: • 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 lower case letters • use spacing between words that reflects the size of the letters.
Composition	Ongoing	Ongoing	to practise these Ongoing	Y2 Pupils should be taught to:
	Pupils should be taught to:	Pupils should be taught to:	Y1 Pupils should be taught to:	develop positive attitudes
	Birth to three:	Re-read what they have	write sentences by: saying	towards and stamina for
	Add some marks to their	written to check that	out loud what they are going	writing by:
	drawings, which they give meaning to. For	it makes sense.	to write about	writing narratives about parsonal experiences and
	example: "That says	 Write simple phrases and sentences that can be read 	 composing a sentence orally before writing it 	personal experiences and those of others (real and
	mummy."	by others.	sequencing sentences to form	fictional)
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Understand the key	 re-reading what they have 	writing poetry
concepts about print:	written to check that it makes	 writing for different purposes
print has meaning	sense	 consider what they are going
print can have	 discuss what they have 	to write before beginning by:
different purposes	written with the teacher or	 planning or saying out loud
 Engage in extended 	other pupils	what they are going to write
conversations about	 read aloud their writing 	about
stories, learning new	clearly enough to be heard by	 writing down ideas and/or
vocabulary.	their peers and the teacher.	key words, including new
		vocabulary
		 encapsulating what they want
		to say, sentence by sentence
		 make simple additions,
		revisions and corrections to
		their own writing by:
		 evaluating their writing with
		the teacher and other pupils
		 re-reading to check that their
		writing makes sense and that
		verbs to indicate time are
		used correctly and
		consistently, including verbs
		in the continuous form
		proof-reading to check for
		errors in spelling, grammar
		and punctuation [for
		example, ends of sentences
		punctuated correctly]
		read aloud what they have
		written with appropriate
		intonation to make the
		meaning clear.



Grammar,	<u>Ongoing</u>	Ongoing	Spring	<u>Autumn</u>
punctuation	Pupils should be taught to:	Pupils should be taught to:	Y1 Pupils should be taught to:	Y2 Pupils should be taught to:
and vocabulary	3 and 4 year olds:	 Write short sentences with 	 joining words and joining 	 expanded noun phrases to
	 Use some of their print 	words with known sound-	clauses using and	describe and specify [for
	and letter knowledge in	letter correspondences		example, the blue butterfly
	their early writing. For	using a capital letter and full	Summer	
	example: writing a	stop.	Y1 Pupils should be taught to:	Spring
	pretend shopping list	·	beginning to punctuate	Y2 Pupils should be taught to:
	that starts at the top		sentences using a question	commas for lists and
	of the page; writing 'm'		mark or exclamation mark	apostrophes for contracted
	for mummy.			forms and the possessive
	,.		Ongoing	(singular)
			Y1 Pupils should be taught to:	• learn how to use:
		 develop their understanding 	 sentences with different 	
			of the concepts set out in	forms: statement, question
			English Appendix 2 by: leaving	exclamation, command
			spaces between words	T T T T T T T T T T T T T T T T T T T
			_	the present and past tense
			beginning to punctuate	correctly and consistently
			sentences using a capital	including the progressive
			letter and a full stop	form
			using a capital letter for	
		names of people, places, the	Summer	
		days of the week, and the	Y2 Pupils should be taught to	
		personal pronoun 'l'	 develop their understandir 	
		learning the grammar for	of the concepts set out in	
		year 1 in English Appendix 2	English Appendix 2 by:	
		use the grammatical	 learning how to use both 	
		terminology in English	familiar and new punctuat	
		Appendix 2 in discussing their	correctly (see English	
		writing.	Appendix 2), including full	
				stops, capital letters,
				exclamation marks, question
				marks



		 commas for lists and apostrophes for contracted forms subordination (using when, if, that, or because) and coordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in
		discussing their writing.