

Writing Curriculum and Progression at Holy Rosary



	Composition	Spelling	Handwriting and Fine Motor Skills
N	<p><u>Development Matters birth to 3 years</u></p> <ul style="list-style-type: none"> Enjoy drawing freely Add some marks to their drawings which they give meaning to Makes marks on their picture to stand for their name. <p><u>Development Matters 3 to 4 years</u></p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing Write some or all of their name Write some letters accurately. 	<p><u>Development Matters 3 to 4 years</u></p> <ul style="list-style-type: none"> Write some or all of their name 	<p><u>Development Matters birth to 3 years</u></p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently Develop manipulation and control <p><u>Development Matters 3 to 4 years</u></p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

	Composition	Spelling	Handwriting and Fine Motor Skills
R	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p><u>Early Learning Goals</u></p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Sounds-Write: Synthetic Systematic Phonics Programme</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. (Physical Development) Form lower-case and capital letters correctly <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (Fine Motor) Write recognisable letters, most of which are correctly formed.

Year 1 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Discuss ideas for writing and construct a simple plan. <p>Write/organise</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives. • Write from memory simple sentences dictated by the teacher that include words taught so far • Read aloud own writing with appropriate intonation to make the meaning clear. <p>Improve</p> <ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils and begin to make changes independently. 	<p>Grammar</p> <ul style="list-style-type: none"> • Leave spaces between words. • Join words and join clauses using and. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Understand and use the terminology of adjective, verb, noun and adverb <p>Punctuation</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of own writing. • Use capital letters for names of people, places, days of week and personal pronoun 'I'. 	<p>Spelling: (See National Curriculum Appendices) Sounds-Write: Synthetic Systematic Phonics Programme</p> <ul style="list-style-type: none"> • Spell some Y1 high frequency words. • Know how the prefix 'un' can be added to words to change meaning: unhelpful, unhappy, undo, unfair etc. • Use the suffixes: s, es, ed, er and ing within their writing: hunting, hunted, hunter, buzzing, buzzed, buzzer, cats, spends, rocks, catches. • Use alphabetical order to find words in a dictionary using the first 2-3 letters of a word. • Confidently recite the alphabet and understand how a dictionary is organised. • Learn to use a thesaurus and introduce appropriate synonyms into their writing. <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Begin to form lower-case letters in the correct direction, starting and finishing in the right place with understanding of which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Form capital letters and lower-case letters and digits 0-9 • Leave appropriate finger spaces between words.

Year 2 Writing Curriculum		
Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about. Write down key ideas and/or key words including new vocabulary. <p>Write/organise</p> <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Discuss and record ideas for writing, annotating plan with key language and vocabulary. Read aloud own writing with appropriate intonation to make the meaning clear. Write a poem linked to class learning. Write for different purposes. <p>Improve</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. Proof-read to check their writing makes sense and for errors in spelling, grammar, and punctuation so that the meaning is clear. Check verbs to ensure correct tense. 	<p>Grammar</p> <ul style="list-style-type: none"> In a range of writing, demonstrate use of expanded noun phrases e.g. the blue butterfly Understand and use different types of sentences: as a statement, question, exclamation, or command. Use and understand present and past tenses correctly and consistently including the progressive form: he is drumming, she was shouting. Show correct use of progressive form or verbs to mark actions in progress e.g., <i>she is drumming, he was shouting.</i> Use subordination (<i>using when, if, that, or because</i>). Use co- ordination (<i>using or, and, or but</i>). Learn the possessive apostrophe (singular) eg: <i>the girl's book</i>. <p>Punctuation</p> <ul style="list-style-type: none"> Use full stops, capital letters, exclamation marks, question marks to demarcate sentences consistently in own writing. Use capital correctly including: proper nouns and personal pronoun 'I' Use commas for lists. Use apostrophes for contracted forms and the possessive (singular). 	<p>Spelling: (See National Curriculum Appendices) *</p> <p>Sounds-Write: Synthetic Systematic Phonics Programme</p> <ul style="list-style-type: none"> Learn additional alternative ways of spelling phonemes and identify them in unfamiliar words. Show understanding of syllables in attempting to spell unfamiliar words. Learn to spell many common exception words Y1/Y2. * Spell words with contracted forms (can't, didn't, hasn't, couldn't, it's, I'll) and some common homophones (to/two/too be/bee blue/blue) Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Use alphabetical order to find words in a dictionary using the first 2-3 letters of a word. Develop ability to use a thesaurus and choose most appropriate synonyms to enhance writing. <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Form 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.

Year 3 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Discuss and record ideas within a given structure. • Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. <p>Write/organise</p> <ul style="list-style-type: none"> • Write for a range of real purposes and audiences across the curriculum. • Draft and write in narratives, creating settings, characters, and plot. • Draft and write non-narrative material using headings and sub-headings. • Organise writing into paragraphs as a way of grouping material. • Be consistent in use of tenses <p>Improve</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing suggesting improvements. • Propose improvements to writing by changing grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. 	<p>Grammar</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>. • Express time and cause by using conjunctions, eg., <i>when, before, after, while, so, because</i>. • Use adverbs eg; <i>then, next, soon, therefore</i>. • Use prepositions eg, <i>before, after, during, in, because of</i>. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use present perfect tense of verbs instead of simple past eg, <i>he has gone out to play not he went out to play</i>. • Use standard English forms for verb inflections instead of local spoken forms eg; <i>we were</i> instead of <i>we was</i>. <p>Punctuation</p> <ul style="list-style-type: none"> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use the following punctuation for sentences: Commas for lists, exclamation marks, apostrophes to mark contractions and apostrophes to mark singular possession • Use inverted commas and other punctuation to indicate direct speech. • Indicate possession by using the possessive apostrophe with plural nouns. 	<p>Spelling (See National Curriculum Appendices) Synthetic Systematic Phonics Programme is Sounds Write</p> <ul style="list-style-type: none"> • Spell identified commonly misspelt words from Year 3 and 4 word list. • Know how to spell words with additional prefixes and suffixes and understand how to add them to root words. For example – form nouns using super, anti, auto. • Recognise and spell homophones • Learn how to use a thesaurus and introduce synonyms into their writing. • The /ow/ sound spelled 'ou.' The /u/ sound spelled 'ou.' • The /i/ sound spelled with a 'y.' • Words with endings that sound like /ze/ spelled '-sure.' • Words with endings that sound like /ch/ is often spelled –the prefix 're-', 'dis' and 'mis' • Adding suffixes beginning with vowel letters to words of more than one syllable. • The long vowel /a/ sound spelled 'ai', 'ei' and 'ey' • Adding the suffix –ly. (adverbs) • The /l/ sound spelled '-al' and '-le' at the end of words. • Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' • Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' • Adding the suffix –ly. Words which do not follow the rules. • Words ending in '-er' when the root word ends in (t)ch. • The /k/ sound spelled 'ch.' • The /g/ sound spelled '-gue', the /k/ sound spelled '-que.' • the /s/ sound spelled 'sc' • The suffix '-sion' <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility, consistency and quality of their joined handwriting: Down strokes of letters are parallel

Year 4 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Write/organise</p> <ul style="list-style-type: none"> • Write for a range of real purposes and audiences across the curriculum • Draft and write in narratives, creating settings, characters, and plot with consideration for the audience and purpose • Draft and write non-narrative material using simple organisational devices. • Organise writing in paragraphs with clear themes, using cohesive devices to link them together • Use a range of sentences with more than one clause • Ensure the consistent and correct use of tense throughout a piece of writing • Write a non-narrative using simple organisational devices such as headings and sub-headings. <p>Improve</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocabulary in own writing to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials • Proof-read own writing to check for spelling and punctuation errors, including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials • Redraft to improve the overall effect and clarify meaning. 	<p>Grammar</p> <ul style="list-style-type: none"> • Use fronted adverbials eg, <i>later that day, I heard the bad news.</i> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>The strict maths teacher with curly hair</i>) • Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use standard English forms for verb inflections instead of local spoken forms eg. <i>we was</i> instead of <i>we were</i>. • Ensure correct subject and verb agreement when using singular and plural <p>Punctuation</p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech. • Use commas after reporting clause/fronted adverbials/to clarify meaning • Understand the grammatical difference between plural and possessive –s. • Apostrophes for contractions and possession • Use the range of punctuation taught previously, mostly correctly – including capital letters and full stops, exclamation marks, questions marks and commas in a list. 	<p>Spelling (See National Curriculum Appendices)</p> <ul style="list-style-type: none"> • Spell identified commonly misspelt words from Year 3 and 4 word list. • Use strategies to identify root words, syllables and make analogies from familiar words • Confidently use the first two or three letters of a word to check its spelling in a dictionary. • Learn how to use a thesaurus and introduce synonyms into their writing • The prefix 'in-', '-sub', 'inter' • Adding -ly to create adverbs, including when the final letter is 'l' • Word with the 'sh' sound spelled ch. • Adding the suffixes – '-ation,' - 'ous,' '-ion,' '-cian' • The 'ee' sound spelled with an 'i.' • The 'au' digraph • Adding '-ly' to create adverbs of manner. • Distinguish between homophones and other words which are often confused • The /s/ sound spelled c before 'i' and 'e'. • Prefixes – super, anti, auto, bi <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Demonstrate control and maturity in joined handwriting style ensuring appropriate spacing, clear ascenders and descenders.

Year 5 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> Identify the audience and purpose of the writing, using other similar writing as models for their own work. Select appropriate grammar and vocabulary. Note and develop initial ideas, drawing on reading where necessary. <p>Write/organise</p> <ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character. Write a non-narrative and use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Use devices to build cohesion within a paragraph e.g., then, after that, firstly. Link ideas across paragraphs using adverbials of time. Précis longer passages. Ensure the consistent and correct use of tense throughout a piece of writing. <p>Improve</p> <ul style="list-style-type: none"> Evaluate and edit by assessing effectiveness of own and others writing. Ensure consistent and correct use of tense throughout piece of writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and meaning. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proofread for spelling errors linked to spelling statements for Year 5. Proof-read for spelling and punctuation errors including use of brackets, dashes, or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity. 	<p>Grammar</p> <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials of: <ul style="list-style-type: none"> time e.g. <i>later</i> place e.g. <i>nearby</i> number e.g. <i>secondly</i> tense choices e.g. <i>he had seen her before</i> Use relative clauses beginning <i>with who, which, where, when, whose, that</i>. Indicate degrees of possibility using adverbs eg. <i>perhaps, surely or modal verbs eg. should, will, must</i>. Use devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly</i>. Link ideas across paragraphs using adverbials of time, place, number or tense choices. Ensure correct subject and verb agreement when using singular and plural. <p>Punctuation</p> <ul style="list-style-type: none"> Use brackets, dashes, or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Use the range of punctuation taught previously, mostly correctly Correctly use inverted commas to punctuate direct speech across a range of genres. Develop ability to punctuate direct speech with additional punctuation across a range of genres. 	<p>Spelling (See National Curriculum Appendices)</p> <p>Spell correctly most words from Year 3 4 word list learning to spell some words specifically. Develop ability to spell words from Y5/6 words list and demonstrate them into a range of writing.</p> <ul style="list-style-type: none"> Use a dictionary to check spelling and meaning. Learn how to use a thesaurus and introduce synonyms into their writing. Words ending in ‘-ious.’ and ‘-cious’ Words ending ‘-cial’ and ‘-tial.’ Words ending in ‘-ant’ and ‘-ent’ Words ending in ‘-ance.’ ‘-ance’ Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu Words ending in ‘-able,’ ‘-ible,’ ‘-ably’ and ‘-ibly.’ Adverbs of time - Adding suffixes beginning with vowel letters to words ending in –fer. Words with ‘silent’ letters at the start and those with ‘silent’ letters whose presence cannot be predicted from the pronunciation of the word Words spelled with ‘ie’ after c The ‘ee’ sound spelled ei after c Words containing the letter string ‘ough’ where the sound is /aw/, /o/ or ‘ow’ Distinguish between homophones and other words which are often confused. Words using hyphens Common Exception Words <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed.

Year 6 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> Identify the audience and purpose of own writing. Note and develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Write/organise</p> <ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Understand the difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader e.g., repetition of a word or phrase, grammatical connections, and ellipsis. Using a wide range of devices to build cohesion within and across paragraphs. Use layout devices e.g., headings, sub-headings, columns, bullets, or tables, to structure text. Accurately précis longer passages. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Ensure the consistent and correct use of tense throughout a piece of writing. <p>Improve</p> <ul style="list-style-type: none"> Evaluate and edit by assessing effectiveness of own and others writing with reasoning. Ensure consistent and correct use of tense throughout piece of writing. Propose reasoned changes to vocabulary, grammar, and punctuation to enhance effects and meanings. Ensure correct subject and verb agreement throughout writing and choose the appropriate register. Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens. 	<p>Grammar</p> <ul style="list-style-type: none"> Understand how words are related by meaning as synonyms and antonyms eg, <i>big, large, little</i>. Understand the grammatical difference between plural and possessive –s and distinguish between the correct subject and verb agreement Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Understand difference between structures typical of informal speech and structures appropriate for formal speech and writing. Use subjunctive forms such as; <i>If I were to come in</i>, some formal writing and speech. <p>Punctuation</p> <ul style="list-style-type: none"> Use semi-colon, colon, and dash to mark the boundary between independent clauses. Use hyphens to avoid ambiguity eg: man eating shark versus man-eating shark, or recover versus re-cover] Use the colon to introduce a list, semi-colons within lists and bullet points to list information. Demonstrate accurate punctuation of direct speech, including a comma after the reporting clause, question mark, ellipsis etc across a range of genres. 	<p>Spelling: (See National Curriculum Appendices)</p> <p>Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Demonstrate correct spelling across a range of writing.</p> <ul style="list-style-type: none"> Words with long and short vowel sound /i/ spelled y Convert nouns or verbs into adjectives using suffix ‘-ful’ Words which can be nouns and verbs. Words with an /o/ sound spelled ‘ou’ or ‘ow.’ Words with a ‘soft c’ spelled /ce/. Adding the prefix dis, un, over, im. Words with the /f/ sound spelled ph. Words with origins in other countries. Words with unstressed vowel sounds. Words with endings ‘tial’ /shuhl/ after vowels and consonants. Letter string ‘acc’ at the beginning of words. Words ending in ‘-ably’ and ‘-ible’ and adding the suffix ‘-ibly’ to create an adverb. Changing ‘-ent’ to ‘-ence.’ Recognise -er, -or, -ar at the end of words. Adverbs synonymous with determination. Adjectives and vocabulary to describe settings, characters, and feelings. Grammar and Mathematical Vocabulary Common Exception Words Accurately use and spell tricky homophones in writing. Eg: were, where, their, there <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Sustain neat, legible and joined handwriting across all written work.