



Highlight by topic

Termly topics decided by the children and based on their interests.

ENGLISH—Writing

EYFS

Knowledge, Skills and Understanding breakdown for Subject

Fine Motor Skills

- ◇ Pre-writing skills—developing gross and fine motor skills to build up hand strength (mark making, Write Dance, scissor skills, tracing, pencil control activities etc.)
- ◇ Children will choose a dominant hand to write with.
- ◇ Read individual letters by saying the sounds for them and form recognisable lower-case letters.
- ◇ Form lower-case and capital letters correctly:
 - ◇ Phase 2 Sounds—s a t p i n m d g o c k c k e u r h b f l f f l l s s
 - ◇ Phase 3 Sounds—j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r
 - ◇ Phase 4— consonant blends

Composition

- ◇ Hear and write the initial sound in words.
- ◇ Segment to spell using phonological awareness.
- ◇ Spell words by identifying the sounds and then writing the sound with letter/s
 - ◇ Phase 2 Sounds—s a t p i n m d g o c k c k e u r h b f l f f l l s s
 - ◇ Phase 3 Sounds—j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o a r o r u r o w o i e a r a i r u r e e r
 - ◇ Phase 4— consonant blends
- ◇ Recognise and use single letter sounds and at least 10 digraphs.
- ◇ Write short sentences with words with known sound-letter correspondences using a capital letter, full stop and finger spaces.
- ◇ Re-read what they have written to check that it makes sense.
- ◇ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ◇ Know and understand the skills within the writing checklist

Challenge

EYFS

- ◇ Form a narrative of at least two sentence that are cohesive.
- ◇ Begin to develop a longer narrative by using story language.
- ◇ Begin to use a purple pen to edit writing alongside an adult.
- ◇ To write multi-syllabic words using their phonics knowledge.



ENGLISH—Writing

Highlight by topic

Autumn 1 – Traditional Tales

Autumn 2 - Light and Dark

Spring 1 – Dinosaurs

Spring 2—Bristol—Brunel

Summer 1 – Under the Sea

Summer 2 – Pirates/ Space Journeys

Year 1

Knowledge, Skills and Understanding breakdown for Subject

Composition - Writing skills and Planning

- ◇ Form letters and numbers correctly and confidently: To be able to form digits 0-9 correctly, starting and finishing in the right place.
- ◇ Join letters correctly and understand which letters belong to which handwriting families
- ◇ To be able to use diagonal and horizontal strokes to join lower case letters
- ◇ Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound
- ◇ Know and understand the skills within the writing checklist
- ◇ Create word banks based on new topic
- ◇ Articulate and communicate ideas about what he/ she has written
- ◇ Create a story map plan ensuring there is a clear beginning, middle and end

Composition—Drafting, writing, reviewing, editing

- ◇ To be able to read writing aloud audibly and clearly to check for errors.
- ◇ Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words and punctuation taught so far.
- ◇ To write a non-fiction piece of writing based on current topic/ interest
- ◇ To write a narrative using story language influenced by experience of texts
- ◇ To attempt writing poetry
- ◇ To write for purpose: newspaper articles, stories, non-fiction, poetry, recount, speech
- ◇ To begin using a purple pen alongside an adult to edit and upskill writing

Grammar, Vocabulary and Punctuation

- ◇ To know whether a sentence is complete and makes sense.
- ◇ To be able to use capital letters, full stops, question marks and exclamation marks and understand the purpose of them to demarcate sentences
- ◇ To be able to use a capital letter for names of people, places, days of the week and the personal pronoun 'I'
- ◇ Understand the spelling rules for adding -s or -es as the plural for nouns and third person singular for verbs: To be able to remember that if the ending sounds like /s/ or/z/ it is spelt as 's': If the ending sounds like /iz/ and forms an extra syllable it is spelt as -es
- ◇ To know the correct terms to describe elements of written English.
- ◇ To be able to use Y1 'Terminology for pupils' in Appendix 2
- ◇ Use suffixes -ing, -ed, -er, and -est where no change is needed to the root word and prefixes such as un- to the beginning of the word
- ◇ Use some coordinating (or, and, but) and subordinating (when, if, that, because) conjunctions to expand a sentence, choosing appropriately for particular sentences

Challenge

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| Year 1 | <ul style="list-style-type: none"> ◇ To begin to use further forms of SPAG to develop writing ◇ Independently re-read and edit writing to enhance <p>Read own writing aloud with expression and intonation to make meaning clear, knowing which words to emphasise</p> |
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ENGLISH—Writing

Highlight by topic

- Autumn 1 – Explorers
- Autumn 2 - Rainforests
- Spring 1 – Myths and Legends
- Spring 2— Cities
- Summer 1 —Artists/Poetry
- Summer 2 — Castles

Year 2

Composition - Writing skills and Planning

- ◇ To be able to write capital letters and digits the correct size & orientation in relation to each other and to lower case letters.
- ◇ To know how to write capital letters correctly

Composition—Drafting, writing, reviewing, editing

- ◇ To be able to re-read to check that writing makes sense. Proofread to check for errors or improvements in spelling, grammar and punctuation.
- ◇ Read own writing aloud with expression and intonation to make meaning clear, knowing which words to emphasise
- ◇ To write a non-fiction piece of writing based on current topic/ interest
- ◇ To write a narrative using story language influenced by experience of texts
- ◇ To write for purpose: fiction (adventure, descriptive), instructions, biography, poems, descriptive and possessive, non-fiction, biography, local history, newspaper report, diary entry, writing inspired by art.
- ◇ To begin using a purple pen independently to edit and upskill writing

Grammar, Vocabulary and Punctuation

- ◇ Write sentences with different forms
- ◇ To be able to write statements, questions, exclamations and commands, knowing how to change sentence vocabulary to suit different purposes.
- ◇ Use the possessive apostrophe (singular) to indicate singular possession e.g. The girl's book
- ◇ To be able to use present and past tenses correctly to maintain sense.
- ◇ Use some coordinating (or, and, but) and subordinating (when, if, that, because) conjunctions to expand a sentence, choosing appropriately for particular sentences
- ◇ Use prefixes and suffixes to spell longer words, including –ment, -ness, -less, -ful, -ly applying knowledge of root words and spelling structure
- ◇ To know main spelling rules for adding prefixes and suffixes to root words including those where the spelling of the root word changes.
- ◇ To be able to use full stops, capital letters, ! ? commas in lists and apostrophes for contracted forms and the singular possessive.
- ◇ To know main spelling rules for common exception words and spell by learning to spell common exception words
- ◇ To be able to use Y2 'Terminology for pupils' in Appendix 2 e.g – noun, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe and comma.
- ◇ To know the correct terms to describe elements of written English.
- ◇ To be able to spell by distinguishing between homophones and near homophones.
- ◇ Using prefixes and suffixes and compound words in writing.
- ◇ To be able to form nouns using prefixes and suffixes such as ness, ful, less and er and to compound e.g whiteboard and superman
- ◇ To know how to use prefixes and suffixes ness, ful, less and er and can use compound nouns.
- ◇ To be able to use er, est and ey to turn adjectives and in to adverbs e.g smoothly
- ◇ To be able to use an apostrophe when spelling words with contracted forms
- ◇ To know that an apostrophe is used to indicate where a letter or letters would be if the words were written in full (can't/cannot, don't/do not)

Challenge

Year 2

- To be able to link ideas together to form a cohesive narrative
- Independently upskill writing using further forms of SPAG