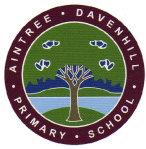




Aintree Davenhill Primary School – Writing Curriculum Map

	Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
Nursery	3 & 4-year-olds will be learning to: Writing: Vocabulary, Grammar and Punctuation Sentence Construction and Tense – Communication and Language - Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' - Use longer sentences of four to six words Use of Phrases and Clauses – Communication and Language - Use longer sentences of four to six words Poetry and Performance – Communication and Language - Sing a large repertoire of songs - Know many rhymes, be able to talk about familiar books, and be able to tell a long story	3 & 4-year-olds will be learning to: Writing: Composition Planning, Writing and Editing – Communication and Language - Know many rhymes, be able to talk about familiar books, and be able to tell a long story Planning, Writing and Editing – Literacy - Engage in extended conversations about stories, learning new vocabulary - Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy - Write some or all of their name - Write some letters accurately Planning, Writing and Editing – Expressive Arts and Design - Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. Awareness of Audience, Purpose and Structure – Communication and Language - Use a wider range of vocabulary - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions - Can start a conversation with an adult or a friend and continue it for many turns - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	3 & 4-year-olds will be learning to: Writing: Transcription Spelling Phonics and Spelling Rules – Literacy Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy	3 & 4-year-olds will be learning to: Writing: Transcription Handwriting Letter Formation, Placement and Positioning – Physical Development - Use large-muscle movements to wave flags and streamers, paint and makemarks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Shows a preference for a dominant hand. Letter Formation, Placement and Positioning – Literacy - Write some letters accurately
Reception	4 & 5-year-olds will be learning to: Writing: Vocabulary, Grammar and Punctuation Sentence Construction and Tense – Communication and Language - Learn new vocabulary - Use new vocabulary throughout the day - Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives Early Learning Goal – Communication and Language - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher Use of Phrases and Clauses – Communication and Language - Articulate their ideas and thoughts in well-formed sentences - Connect one idea or action to another using a range of connectives Early Learning Goal – Communication and Language - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher Poetry and Performance – Communication and Language - Engage in storytimes - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Learn rhymes, poems and songs Poetry and Performance – Expressive Arts and Design - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in their pretend play Early Learning Goal – Literacy - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Early Learning Goal – Expressive Arts and Design - Make use of props and materials when role playing characters in narratives and stories - Invent, adapt and recount narratives and stories with their peers and their teacher. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music Non-Fiction – Communication and Language - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Early Learning Goal – Communication and Language - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Early Learning Goal – Literacy - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	4 & 5-year-olds will be learning to: Word Reading – Phonics and Decoding Writing: Composition Planning, Writing and Editing – Communication and Language - Learn new vocabulary - Articulate their ideas and thoughts in well-formed sentences - Describe events in some detail - Use talk to help work out problems and organise thinking and activities - Explain how things work and why they might happen - Listen to and talk about stories to build familiarity and understanding - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words - Use new vocabulary in different contexts - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Planning, Writing and Editing – Literacy - Form lower case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with the letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop - Re-read what they have written to check it makes sense Planning, Writing and Editing – Expressive Arts and Design - Develop storylines in their pretend play Early Learning Goal – Literacy - 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 Early Learning Goal – Expressive Arts and Design - Invent, adapt and recount narratives and stories with peers and teachers Awareness of Audience, Purpose and Structure – Communication and Language - Learn new vocabulary - Use new vocabulary throughout the day - Describe events in some detail - Use talk to help work out problems and organise thinking and activities - Explain how things work and why they might happen - Develop social phrases - Use new vocabulary in different contexts Early Learning Goal – Communication and Language - Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	4 & 5-year-olds will be learning to: Writing: Transcription Spelling Phonics and Spelling Rules – Literacy - Spell words by identifying the sounds and then writing the sound with the letter/s - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop	4 & 5-year-olds will be learning to: Writing: Transcription Handwriting Letter Formation, Placement and Positioning – Physical Development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently (suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons) - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Develop the foundations of a handwriting style which is fast, accurate and efficient Letter Formation, Placement and Positioning – Literacy - Form lower case and capital letters correctly Early Learning Goal – Physical Development - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Early Learning Goal – Literacy - Write recognisable letters, most of which are correctly formed
Year 1	Say, and hold in memory whilst writing, simple sentences which make sense	- Orally compose every sentence before writing - Re-read every sentence to check it makes sense	- Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the	- Hold a pencil with an effective grip - Form lower-case letters correctly – starting and finishing in



Aintree Davenhill Primary School – Writing Curriculum Map

	- Write simple sentences that can be read by themselves and others - Separate words with finger spaces - Punctuate simple sentences with capital letters and full stops - Use capital letter for the personal pronoun - Use capital letters for names of people, places and days of the week - Identify and use question marks and exclamation marks - Use simple connectives to link ideas, e.g. and - Pluralise nouns using 's' and 'es', e.g. dog, dogs; wish, wishes - Add suffixes to verbs where no spelling change is needed to the root word, e.g. helping, helped, helper - Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. untie, unkind	- Orally plan and rehearse ideas - Sequence ideas/events in order - Use formulaic phrases to open and close texts - Use familiar plots for structuring the opening, middle and end of their stories - Write in different forms with simple text type features, e.g. instructions, narratives, recounts, poems, information texts - Discuss their writing with adults and peers - Read aloud their writing to adults and peers	- same sound - Spell words containing each of the phonemes already taught - Be able to encode the sounds they hear in words - Be able to read back words they have spelt - Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings) - Spell common exception words - Spell the days of the week - Use the spelling rule for adding –s or –es (i.e. when the word has a /z/ sound) - Use the prefix un– for words without any change to the spelling of the root word - Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words - Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document - Write from memory simple sentences dictated by the teacher that include words taught so far	- the right place, going the right way round, correctly oriented - Have clear ascenders ('tall letters') and descenders ('tails') - Form capital letters correctly
Year 2	As above and: - Say, write and punctuate simple and compound sentences using the connectives and, but and or - Use sentences with different forms: statement, question, command, exclamation - Use commas to separate items in a list - Use apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll - Use subordination for time, e.g. When we had finished our writing, we went out to play We went out to play when we had finished our writing Other time connectives: while, as, before, after - Use subordination for reason, e.g. I put my coat on because it was raining Because it was raining, I put on my coat Other reason connectives: so, if, then, for, unless - Select, generate and effectively use verbs - Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports - Use present tense for non-chronological reports and persuasive adverts - Select, generate and effectively use nouns - Add suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker - Select, generate and effectively use adjectives - Add suffixes ful or less to create adjectives, e.g. playful, careful, careless, hopeless - Use suffixes er and est to create adjectives, e.g. faster, fastest, smaller, smallest - Use suffix ly to turn adjectives into adverbs, e.g. slowly, gently, carefully	As above and: - Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas - Use specific text type features to write for a range of audiences and purposes, e.g. to instruct, inform, entertain, explain, discuss, persuade - Write about real and fictional events - Write simple poems based on models - Edit and improve their own writing in relation to audience and purpose - Evaluate their writing with adults and peers - Proofread to check for errors in spelling, grammar and punctuation - Read aloud their writing with intonation to make the meaning clear	As above and: - Segment spoken words into phonemes and represent these by graphemes, spelling many correctly - Learn new ways of spelling phonemes for which one or more spellings are already known - Learn some words with each spelling, including a few common homophones - Learn to spell common exception words - Learn to spell more words with contracted forms - Distinguish between homophones and near-homophone - Add suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker - Select, generate and effectively use adjectives - Add suffixes ful or less to create adjectives, e.g. playful, careful, careless, hopeless - Use suffixes er and est to create adjectives, e.g. faster, fastest, smaller, smallest - Use suffix ly to turn adjectives into adverbs, e.g. slowly, gently, carefully - Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far	As above and: - Form lower-case letters of the correct size relative to one another - Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words - Write upper case letters of the correct size relative to lower case letters - Start using some of the diagonal and horizontal strokes needed to join letters
Year 3	As above and: - Explore and identify main and subordinate clauses in complex sentences - Explore, identify and create complex sentences using a range of conjunctions, e.g. if, while, since, after, before, so, although, until, in case - Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond - Select, generate and effectively use adverbs, e.g. suddenly, silently, soon, eventually - Use inverted commas to punctuate direct speech (speech marks) - Use perfect form of verbs using have and had to indicate a completed action, e.g. I have washed my hands We will have eaten our lunch by the time Dad arrives Jack had watched TV for over two hours! - Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box - Explore and collect word families, e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary - Explore and collect words with prefixes super, anti, auto	As above and: Plan their writing by: - Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing - Discussing and recording ideas for planning - Creating and developing settings for narratives - Creating and developing characters for narrative - Creating and developing plots based on a model - Generating and selecting from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type - Grouping related material into paragraphs - Using headings and subheadings to organise information Evaluate, and edit by: - Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing - Discussing and proposing changes with partners and in small groups - Improving writing in the light of evaluation Perform their own compositions by: - Using appropriate intonation, tone and volume to present their writing to a group or class	As above and: - Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspelt - Use the first two letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - Learn to spell new words correctly and have plenty of practice in spelling them - Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') - Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology	As above and: - Form and use the four basic handwriting joins - Write legibly
Year 4	As above and: - Create complex sentences with adverb starters, e.g. Silently trudging through the snow, Sam made his way up the mountain - Create sentences with fronted adverbials for when, e.g. As the clock struck twelve, the soldiers sprang into action - Create sentences with fronted adverbials for where, e.g. In the distance, a lone wolf howled - Use commas to mark clauses in complex sentences - Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock" - Identify, select and effectively use pronouns - Explore, identify, collect and use noun phrases, e.g. The crumbly cookie	Plan their writing by: - Reading and analysing narrative, non-fiction and poetry in order to plan and write their own - Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing - Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan Draft and write by: - Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense - Planning and writing an opening paragraph which combines the	As above and: - Use further prefixes and suffixes and understand how to add them - Spell further homophones - Spell words that are often misspelt - Use the first three letters of a word to check its spelling in a dictionary - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - Learn to spell new words correctly and have plenty of practice in spelling them - Understand how to place the apostrophe in words with irregular plurals (e.g. children's)	As above and: Write with consistency in size and proportion of letters, e.g. 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



Aintree Davenhill Primary School – Writing Curriculum Map

	with tasty marshmallow pieces melted in my mouth - Explore, identify and use Standard English verb inflections for writing, e.g. We were instead of we was I was instead of I were, I did instead of I done She saw it instead of she seen it - Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones	introduction of a setting and character/s - Organising paragraphs in narrative and non-fiction - Linking ideas within paragraphs e.g. fronted adverbials for when and where - Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type Evaluate and edit by: - Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing - Discussing and proposing changes with partners and in small groups - Improving writing in light of evaluation - Perform own compositions for different audiences - Use appropriate intonation, tone and volume to present their writing to a range of audiences	Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology	
Year 5	As above and: - Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that, e.g. Sam, who had remembered his wellies, was first to jump in the river The robberies, which had taken place over the past month, remained unsolved - Create and punctuate complex sentences using ed openers - Create and punctuate complex sentences using ing openers - Create and punctuate complex sentences using simile starters - Demarcate complex sentences using commas and explore ambiguity of meaning - Explore, collect and use modal verbs to indicate degrees of possibility, e.g. might, could, shall, will, must - Use devices to build cohesion within a paragraph, e.g. firstly, then, presently, subsequently - Link ideas across paragraphs using adverbials for time, place and numbers, e.g. later, nearby, secondly - Identify and use brackets and dashes - Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs - Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-	As above and: - Plan their writing by: - Identifying the audience and purpose - Selecting the appropriate language and structures - Using similar writing models - Noting and developing ideas - Drawing on reading and research - Thinking how authors develop characters and settings (in books, films and performances) Draft and write by: - Selecting appropriate grammar and vocabulary - Blending action, dialogue and description within and across paragraphs - Using devices to build cohesion (see VGP column) - Using organisation and presentational devices e.g. headings, subheadings, bullet points, diagrams, text boxes Evaluate and edit by: - Assessing the effectiveness of own and others' writing in relation to audience and purpose - Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning - Ensuring consistent and correct use of tense throughout a piece of writing - Ensuring consistent subject and verb agreement - Proofreading for spelling and punctuation errors - Perform own compositions for different audiences: - Using appropriate intonation and volume - Adding movement - Ensuring meaning is clear	As above and: - Spell words that they have not yet been taught by using what they have learnt about how spelling works in English - Use further prefixes and suffixes and understand the guidelines for adding them - Spell some words with 'silent' letters, e.g. knight, psalm, solemn - Continue to distinguish between homophones and other words which are often confused - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically - Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus - Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs - Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-	As above and: - Write fluently - Choose when it is appropriate to print or join writing, e.g. printing for labelling a scientific diagram
Year 6	As above and: - Manipulate sentences to create particular effects - Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence - Use devices to build cohesion between paragraphs in narrative, e.g. in the meantime, meanwhile, in due course, until then - Use ellipsis to link ideas between paragraphs - Identify and use colons to introduce a list - Identify and use semi-colons to mark the boundary between independent clauses, e.g. It is raining; I am fed up - Investigate and collect a range of synonyms and antonyms, e.g. mischievous, wicked, evil, impish, spiteful, well-behaved - Explore how hyphens can be used to avoid ambiguity, e.g. man-eating shark versus man-eating shark - Punctuate bullet points consistently - Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request - Identify the subject and object of a sentence - Explore and investigate active and passive, e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken	As above and: Plan their writing by: - Identifying audience and purpose - Choose appropriate text-form and type for all writing - Selecting the appropriate language and structures - Drawing on similar writing models, reading and research - Using a range of planning approaches, e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning Draft and write by: - Selecting <u>appropriate</u> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact - Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs, e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair" - Using devices to build cohesion - Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts - Combining text-types to create hybrid texts e.g. persuasive speech - Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences - Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing, e.g. repeated use of 'and' to convey tedium, one-word sentence	As above and: - Be secure with all spelling rules previously taught - Write increasingly confidently, accurately and fluently, spelling with automaticity - Use a number of different strategies interactively in order to spell correctly - Develop self-checking and proof-checking strategies - Use independent spelling strategies for spelling unfamiliar words	As above and: - Write with increasing speed - Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)