

THE VAYNOR CURRICULUM

ENGLISH WRITING SEQUENCE



INTENT



Love for Learning:

Children will develop a love for literacy. They will use their reading to become confident writers, who plan, write fluently and edit with purpose. Children will enjoy learning new vocabulary and use it in their own writing as they develop as authors. They will learn to write to entertain, to inform, to explain and to persuade a reader. Children will develop the skills to be competent writers that can write for different purposes.



Enquiring Minds:

Children will build a strong understanding of different text types and grow a wide vocabulary to enhance their own writing and to communicate effectively. Children will question what makes a good piece of writing, the impact it has on the reader and develop their own styles. Children will have the knowledge and skills they need to be able to write with purpose.



World Wise:

Children will have opportunities across all curricular areas for the development of writing skills to help all pupils know more, remember more and understand more. Children will understand why writing is important to support their development throughout their lives. We will inspire curiosity and fascination about different authors, writing styles and techniques which will remain with children for the rest of their lives.

	Transcription	Handwriting	Composition	Vocabulary, Grammar, Punctuation
EYFS	<p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Give meaning to the marks as they draw, write and paint • Hear and say the initial sounds in words • Link sounds to letters, naming and sounding the letters of the alphabet • Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence • Write labels. 	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • 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 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. 	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds. • Write simple phrases and sentences that can be read by others. • Spell some words correctly and others are phonetically plausible • Attempts to write short sentences in meaningful contexts • Apply taught digraphs into writing. 	<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write phonetically plausible words • Write simple phrases and sentences that can be read by others. • Have an awareness of a capital letter and full stop when writing a simple sentence.

<p>Year 1</p>	<p>Spell: words containing each of the 40+ phonemes already taught common exception words Spell the days of the week Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: using the spelling rule for adding –s or – es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un– using –ing, – ed, –er and –est where no change is needed in the spelling of root words 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.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lowercase 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 practice.</p>	<p>Plan, draft and write: Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives <p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • 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 ‘I’ • Learning the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing and reading.
<p>Year 2</p>	<p>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.</p>	<p>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.</p>	<p>Plan, draft and write: Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes • 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 <p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their 	<p>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). 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).</p>

			<p>writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • To spell many words with prefixes correctly, e.g. irrelevant, autography, incorrect, disobey, superstar, antisocial • To spell many words with suffixes correctly, e.g. usually, poisonous, adoration • Spell homophones correctly, e.g. which and witch • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or 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. 	<p>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.</p>	<p>Plan, draft and write:</p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas. Begin to use ideas from own reading and modelled examples to plan their writing. To demonstrate an increasing understanding of purpose and audience • Compose and rehearse sentences orally (including dialogue) <ul style="list-style-type: none"> • To make deliberate and ambitious word choices to add detail and increasing range of sentence structures (English Appendix 2) • Organise paragraphs around a theme In narratives begin to create settings, characters, and plot • In non-narrative material, use simple organisational devices [for example, headings and sub-headings] <p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> • to proof read their own and others' work to check for errors with increasing accuracy and to 	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions, including when, if, because, since, as although. • To maintain the correct tense, including present perfect tense, throughout a piece of writing. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • To use conjunctions, adverbs, and prepositions to express time and cause. • Learn the grammar for years 3 in English Appendix 2. • Indicate possession by using the possessive apostrophe with plural nouns. • Use inverted commas in direct speech • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

			<p>make improvements. Proof-read for spelling & punctuation errors.</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	
<p>Year 4</p>	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1). Spell further homophones. Spell words that are often misspelt (English Appendix 1). To spell all of the Year 3 and Year4 statutory spelling words correctly Use the first two or 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. 	<p>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.</p>	<p>Plan, draft and write:</p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices. To write narratives with a clear beginning, middle and end with a coherent plot. To create more detailed settings, characters and plot in narratives to engage the reader. Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) To consistently organize their writing into paragraphs around a theme. 	<ul style="list-style-type: none"> To maintain an accurate tense throughout a piece of writing To use Standard English verb inflections accurately, e.g. “we were” rather than “we was”, “I did” rather “I done”. To use the full punctuation from previous year groups. To use all necessary punctuation in direct speech. To use apostrophes for singular and plural possession with increasing confidence. To expanded noun phrases regularly with the addition of modifying adjectives and prepositional phrases To regularly choose nouns or pronouns appropriately to aid cohesion and to avoid repetition. To use fronted adverbials, usually demarcated with commas. Use and understand the grammatical terminology in

			<p>Evaluate, redraft and edit:</p> <ul style="list-style-type: none"> To proof read confidently and amend their own and other's writing, e.g. adding in nouns/pronouns to avoid repetition, recognizing where verbs and subjects do not agree or lapses in tense. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	English Appendix 2 accurately and appropriately when discussing their writing and reading.
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Writing Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
Grapheme, digraph, letter, capital letter, full stop, finger spaces	Grapheme, digraph ,letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, joining word-and	noun, noun phrase, statement, question, exclamation, command, compound, suffix, pre-fix, adjective, adverb, verb tenses (past, present) apostrophe, comma	preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel, letter inverted commas	determiner, pronoun, possessive pronoun, adverbial

High Quality Texts Drivers

EYFS	Year 1	Year 2	Year 3	Year 4
Elmer Goldilocks & The Three Bears Going on a Bear Hunt Stomp, Stomp Roar Jasper's Beanstalk Jack and the Beanstalk	The Gingerbread Man Lost and Found Dogger Funny bones That Rabbit Belongs to Emily Brown The King's Pants The Knight Who Said No. The Dragon Machine.	3 Little Pigs Sharing a Shell The Storm Whale in Winter The Wolf's Story Little Red Reading Hood The Perfect Pet The Bear and the Piano	Hansel and Gretel Escape to Pompeii Romans on the Rampage Dustbin Dad The Day the Crayons Quit Tin Forest The Rhythm of the Rain The Stone-Age Boy How to Wash a Woolly Mammoth	Jack and the Beanstalk Jack and the Baked Bean Stalk Lion and the Unicorn Bunny vs Monkey Voices in the Park The Great Kapok Tree The Vanishing Rainforest How to Train Your Dragon