

## English Programme of Study

## Year 1 statutory requirements for writing

### Handwriting

- 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 to practise these.

### Spelling (see English appendix 1)

- SPELL:
  - Words containing each of the 40+ phonemes already taught
  - Common exception words
  - 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
  - Using the prefix *un*
  - Using –ing , -ed, -er and –est where no change is needed in the spelling of root words (e.g. *helping, helped, helper, eating, quicker, quickest*)
- Apply simple spelling rules and guidelines, as listed in Appendix 1.
- Write from memory simple sentences dictated by the teacher that include words taught so far.

### Writing Composition

- 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 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 and Punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining clause 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
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- Use the grammatical terminology in Appendix 2 in discussing their writing.

## English Programme of Study

## Year 2 statutory requirements for writing

### Handwriting

- 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.

### Spelling (see English appendix 1)

- Spell by:
  - segmenting 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, e.g. can't, don't.

- learning the possessive apostrophe (singular) e.g. the girl's book
- distinguishing between homophones and near homophones.
- Add suffixes to spell longer words, e.g. *-ment, -ness, -ful and -less, -ly*
- Apply spelling rules and guidelines, 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.

### Writing Composition

- 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, e.g. visitors and visits
  - writing poetry
  - writing for different purposes, e.g. letters, invitations, instructions
- 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 (tense) are used correctly and consistently, including verbs in the continuous form.
  - proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- Read aloud what they have written with appropriate intonation to make the meaning clear.

### Grammar and Punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - learning how to use both familiar and new punctuation correctly (see appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for a list and apostrophes for contracted forms and the possessive.
- Use and understand the grammatical terminology in Appendix 2 in discussing their writing.

- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify, e.g. *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)
  - some features of written Standard English.

## English Programme of Study

## Year 3 and 4 statutory requirements for writing

### Handwriting

- 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.
- Increase the legibility, consistency and quality of their handwriting, 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.

### Spelling (see English appendix 1)

- Pupils should be taught to:
  - use further prefixes and suffixes and understand how to add them (see Appendix 1)
  - spell further homophones
  - spell words that are often misspelt (see Appendix 1)

- place the possessive apostrophe accurately in words with regular plurals e.g. girls' and in words with irregular plurals e.g. 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.

### Writing Composition

Pupils should be taught to:

- Plan their writing by:
  - discussing texts similar to the one they are planning to write in order to understand and learn from their structure, grammar and vocabulary.
  - discussing and recording ideas.
- Draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2)
  - organising paragraphs around a theme.
  - in narratives, creating settings, characters and plot.
  - in non-narrative texts, using simple organisational devices such as headings and sub-headings

- Evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

### Grammar and Punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - Using conjunctions, adverbs and prepositions to express time and cause
  - Using fronted adverbials (eg. During the afternoon, the children will follow the nature trail.)
  - Learning the grammar for years 3 and 4 in English Appendix 2

- Indicate grammatical and other features by:
  - Using commas after fronted adverbials
  - Indicating possession by using the possessive apostrophe with singular and plural nouns.
  - Using and punctuating direct speech
- Use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading.

## English Programme of Study

## Year 5 and 6 statutory requirements for writing

### Handwriting

- Write legibly, fluently, with increasing speed and personal style by:
  - Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

### Spelling (see English appendix 1)

- Pupils should be taught to:
  - Use further prefixes and suffixes and understand the guidance 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, as listed in Appendix 1.
- Use dictionaries to check spelling and meaning of words
- Use the first three or four letters of a word to look up words in a dictionary to check spelling, meaning or both of these.
- Use a thesaurus.

### Writing Composition

Pupils should be taught to:

- Plan their writing by:
  - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and setting in the texts they have read, listened to or seen performed.
- Draft and write by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - In narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - Précising longer passages
  - Using a wide range of devices to build cohesion within and across paragraphs

- Using further organisational and presentational devices to structure text and guide the reader (e.g headings, bullets points, underlining)
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing
  - Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
  - Ensuring the consistent and correct tense throughout a piece for writing
  - Ensuring correct subject and verb agreement when using singular and plural
  - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
  - Proof-read for spelling and punctuation errors
  - Perform their own compositions, using appropriate intonation and volume so that meaning is clear.

### Grammar and Punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.
  - Using the passive voice to affect the presentation of information in a sentence
  - Using passive verbs to affect the presentation of information in a sentence
  - Using the perfect form of verbs to mark relationships of time and cause
  - Using expanded noun phrases to convey complicated information concisely.
  - Using modal verbs or adverbs to indicate degrees of possibility.
  - Using relative clauses beginning with who, which, where, why or whose.
  - Learning the grammar for years 5 and 6 in English Appendix 2.

- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses
  - Using a colon to introduce a list
  - Punctuating bullet points consistently.
- Use and understand the grammatical terminology in App. 2 accurately and appropriately in discussing their writing and reading.