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| **Subject Content and Endpoints – Writing** | |
| Early Years | |
| Subject Content | End Point |
| All pupils in the EYFS are taught Writing as an integral part of the adult-led and play-based learning covered during the academic year. All Writing objectives within the EYFS are underpinned by the following three Prime Areas outlined in the ‘Statutory Framework for the Early Years Foundation Stage’  • Communication and language  • Physical development  • Personal, social and emotional development  There are four specific areas through which the three prime areas are strengthened and applied:  • Literacy  • Mathematics  • Understanding the world  • Expressive arts and design  The Specific area Literacy includes Writing. Pupils will be taught to:  • 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 | By the end of Foundation 2, pupils will have started to develop their transcription skills (spelling and handwriting) and composition skills (articulating ideas and structuring them in speech, before writing). This will prepare children to readily access the KS1 Curriculum. |
| Key Stage 1 | |
| Subject Content | End Point |
| Key stage 1 pupils will develop their writing skills of composition; spelling; grammar and punctuation; handwriting ; evaluation and editing.  **In Composition pupils will be taught to:**  • Plan and say aloud what they intend to write  • Write poetry and write for different purposes  • Write ideas and key words including vocabulary  • Encapsulate what they want to say sentence by sentence to aid coherence  • Read aloud what they have written with appropriate intonation to make the meaning clear  **In Grammar and Punctuation pupils will be taught to:**  • Demarcate sentences with capital letters, full stops, exclamation and question marks  • Use sentences with different forms: statement, question, exclamation, command  • Use expanded noun phrases to describe and specify  • Use commas in a list  • Use apostrophes for possession and contractions  • Use present and past tenses  • Use coordination and some subordination to join clauses  • Use progressive form of verbs in present and past tense to mark actions in progress  • Understand and use specific terminology  **In Spelling pupils will be taught to:**  • Use phoneme and grapheme correspondences to spell words correctly and make phonetically plausible attempts at others  • Add suffixes  • Spell many contracted forms  • Spell homophones and near homophones correctly  **In Handwriting pupils should be taught to:**  • 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 not joined  • 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 | By the end of Key Stage 1 pupils will have been taught the knowledge, understanding and skills needed to support them through the process of Writing. Pupils will have been taught how to write simple, coherent narratives about personal experiences and those of others (real or fictional). Pupils will also write about real events, recording these simply and clearly.  Pupils will demarcate most sentences in their writing with capital letters and full stops and use question and exclamation marks correctly. They will consistently and mostly correctly  use present and past tenses. Pupils will also use co-ordination and some subordination to  join clauses.  Pupils will spell many common exception words correctly and use their phoneme and  grapheme correspondence knowledge to correctly spell many words and make  phonetically plausible attempts at others.  Pupil’s handwriting will have the correct letter formation in the correct size, orientation  and relationship to each other and words will be spaced correctly.  Pupils will re-read, evaluate and edit their writing with a teacher and other pupils. |
| Key Stage 2 | |
| Subject Content | End Point |
| Key stage 2 pupils will develop their writing skills of composition; spelling; grammar and punctuation; handwriting; evaluation and editing.  **In Composition pupils will be taught to:**  • Draw upon material read  • Plan their writing by identifying the audience for and purpose of the writing  • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address  in instructions and persuasive writing)  • In narratives, describe settings, characters and atmosphere  • Integrate dialogue in narratives to convey character and advance the action  • Distinguish between the language of formal and informal speech  • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear  **In Grammar and Punctuation pupils will be taught to:**  • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately  • Use the perfect form of verbs to mark relationships of time and cause  • Use expanded noun phrases to convey complicated information concisely  • Use a range of devices to build cohesion within and across paragraphs  • Understand how words are related by meaning as synonyms and antonyms  • Use the passive voice to affect the presentation of information in a sentence  • Use verb tenses consistently and correctly throughout their writing  • Use the range of punctuation taught at key stage 2 mostly correctly  • Use of the semi-colon, colon and dash to mark the boundary between independent clauses  • Understand and use specific terminology  **In Spelling pupils will be taught to:**  • Use known patterns to spell words  • Use the hyphen to join a prefix to a root word  • Understand and use a range of homophones and other words that are often confused  • 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  **In Handwriting pupils will be taught to:**  • Maintain legibility in joined handwriting when writing at speed  **In Evaluating and Editing pupils will be taught to:**  • Assess the effectiveness of their own and others’ writing  • Propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  • Ensure the consistent and correct use of tense throughout a piece of writing  • Ensure correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree)  • Distinguish between the language of speech and writing and choosing the appropriate register  • Proof read for spelling and punctuation errors | By the end of Key Stage 2, pupils’ writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Pupils will consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils will understand nuances in vocabulary choice and age appropriate, academic vocabulary.  As in earlier years, pupils will understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.  Pupils will increase their handwriting speed, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about  what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also a style which is not joined, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.  Pupils will understand the skills and processes essential for writing: that is, thinking aloud  to generate ideas, drafting, and re-reading to check that the meaning is clear. Pupils will continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing. |