

## Spring Meadow Key Stage 1 Writing Curriculum 2014 onwards

<p><b>EYFS</b> <b>40 - 60</b> <b>months</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sounds in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels and captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Physical Development: Moving and Handling</b></p> <ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anti-clockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
<p><b>Early Learning</b> <b>Goal</b></p>	<p><b>Writing</b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>Physical Development: Moving and Handling</b></p> <p>Children show good control and co-ordination in large and small movements. <i>They move confidently in a range of ways, safely negotiating space.</i> They handle equipment and tools effectively , including pencils for writing.</p>
<h3 style="margin: 0;">KS1 Writing Scheme of Work</h3> <p style="margin: 0;"><i>When children have achieved the EYFS 40 - 60 statements above, they progress onto the KS1 writing scheme of work. There is a weekly spelling focus, whereby the children receive a set of target words for a spelling test on a Friday. Every alternate week, literacy lessons take on a writing focus, with a specific writing target. Children work towards this target, culminating in a written piece of work. This piece of work is marked with a positive comment and a personalised target for the child to work on in their next piece of work. Prior to writing, children are set spoken language tasks to help generate ideas to feed into their writing. Writing tasks are a combination of specific literacy-focused tasks and tasks connected to other subjects such as science, history or geography.</i></p>	

# Year 1

		Transcription		Composition	
		Spelling	Handwriting	Vocabulary, grammar and punctuation	Composition and effect
		<p><i>See spelling appendix for explanation of rules. Examples in italics below are non-statutory.</i></p> <p><i>Spellings to include topic words to prepare for writing compositions.</i></p>	<p><i>Left-handed pupils should receive specific teaching to meet their needs.</i></p>	<p><i>The terminology below is when concepts should be introduced first, not necessarily when they should be completely understood.</i></p>	<p><i>The key to the writing process:</i></p> <ol style="list-style-type: none"> <li><i>Thinking aloud as they collect ideas.</i></li> <li><i>Drafting.</i></li> <li><i>Re-reading to check their meaning is clear.</i></li> </ol>
<b>Autumn</b>	<p>Write from memory <b>CVC words</b> and <b>phonetically plausible longer words</b> in simple sentences dictated that include words using the GPCs and common exception words taught so far.</p> <p>Revise all letters of the alphabet and the sounds which they most commonly represent.</p> <p>Revise consonant digraphs which have been taught and the sounds which they represent.</p> <p>Revise vowel digraphs which have been taught and the sounds which they represent.</p> <p>Revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>Revise words with adjacent consonants.</p> <p>Revise the division of words into syllables.</p> <p>Name the letters of the alphabet in order.</p> <p><b>Vowel digraphs and trigraphs</b> - ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (sea), ea(head).</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0 - 9 (<i>done in numeracy</i>)</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are</p>	<p><b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p><i>As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.</i></p> <p>Leave spaces between words</p> <p>Use a capital letter for the personal pronoun 'I'</p> <p>Join words and clauses, beginning to punctuate sentences using a capital letter and a full stop.</p>	<ul style="list-style-type: none"> <li>(Throughout Year 1) <i>Write sentences by:</i></li> <li><i>saying out loud what they are going to write about</i></li> <li><i>composing a sentence orally before writing it</i></li> <li><i>sequencing sentences to form short narratives</i></li> <li><i>re-reading what they have written to check that it makes sense</i></li> <li><i>Discuss what they have written with the teacher or other pupils.</i></li> <li><i>Read aloud their writing clearly enough to be heard by their</i></li> </ul>	

	<p><b>Common exception words</b> - the, a, do, to, of, said, is, his, has, I, you, be, he, me, she, we, no, go, my, put, for, all, her,</p>	<p>formed in similar ways) and to practise these.</p>		<p><i>peers and the teacher</i></p>
<p><b>Spring</b></p>	<p>Write from memory <b>CVC, CCVC words</b> and <b>phonetically plausible longer words</b> in simple sentences dictated that include words using the GPCs and common exception words taught so far.</p> <p><b>Vowel diagraphs and trigraphs</b> - er (her), er(better), ir, ur, oo (zoo), oo (book), oa (boat), oe (toe), ou (out), ow(now), ow (own). ue (blue), ew (few).</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck - <i>off, well, miss, buzz, back</i></p> <p>The /r/ sound spelt n before k - <i>bank, think, honk, sunk</i></p> <p>-tch - <i>catch, fetch, kitchen, notch, hutch</i></p> <p>The /v/ sound at the end of words - <i>have, live, give</i></p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) - <i>cats, dogs, spends, rocks, thanks, catches</i></p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word - <i>hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</i></p> <p>Adding -er and -est to adjectives where no change is needed to the root word - <i>grander, grandest, fresher, freshest, quicker, quickest</i></p> <p><b>Common exception words:</b> today, were, are, was, your, they, here, come, some, push, full, pull, by, have, like</p>		<p>Use a capital letter for names of people.</p> <p>Use the grammatical terminology above to discuss their writing.</p> <p>Begin to use adjectives - <i>big cat, red bus.</i></p>	
<p><b>Summer</b></p>	<p>Write from memory <b>CVC, CCVC words</b> and <b>phonetically plausible longer</b></p>		<p>Begin to use exclamation marks</p>	

	<p><b>words</b> in simple sentences dictated that include words using the GPCs and common exception words taught so far.</p> <p><b>Vowel digraphs and trigraphs</b> - ie (lie), ie (chief), igh, or, ore, aw, au, air, ear (dear), ear (bear), are (bare). Words ending -y (/i:/ or /ɪ/) - <i>very, happy, funny, party, family</i></p> <p>New consonant spellings ph and wh - <i>dolphin, alphabet, phonics, elephant, when, where, which, wheel, while</i></p> <p>Using k for the /k/ sound - <i>Kent, sketch, kit, skin, frisky</i></p> <p>Adding the prefix -un - <i>unhappy, undo, unload, unfair, unlock</i></p> <p>Compound words - <i>football, playground, farmyard, bedroom, blackberry</i></p> <p>Days of the week</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the most common grapheme for any given sound.</p> <p><b>Common exception words:</b> says, there, where, love, one, once, ask, friend, school, house, our, so, what, out, when, very, came</p>		<p>and question marks.</p> <p>Use a capital letter for places and the days of the week.</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	
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## Year 2

Transcription		Composition	
	<p><b>Spelling</b></p> <p><i>Spellings to include topic words to prepare for writing compositions.</i></p>	<p><b>Handwriting</b></p> <p><i>Left-handed pupils should receive specific teaching to meet their</i></p>	<p><b>Vocabulary, grammar and punctuation</b></p> <p><i>The terminology below is when concepts should be introduced first, not necessarily when they should be completely understood.</i></p>

		<i>needs.</i>		
<b>Year 2 - Autumn</b>	<p><b>Common exception words</b> - door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, little, looked, about</p> <p>.Revision, assessment and consolidation of spelling work in Year 1.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p>	<p><b>Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p> <p>Use some full stops and capitals.</p> <p>Begin to use exclamation marks and question marks</p> <p>Use sentences with different forms - statement, exclamation, question and command</p> <p>Use the present tense and present progressive</p> <p>Use co-ordination (or, and, but)</p>	<p><i>The key to the writing process:</i></p> <ol style="list-style-type: none"> <li><i>1. Planning or saying aloud what you are going to write.</i></li> <li><i>2. Write it down</i></li> <li><i>3. Re-reading to check.</i></li> <li><i>4. Read it out.</i></li> </ol> <p><i>Throughout year children write narratives (real and fictional), about real events, poetry, for different purposes.</i></p>
<b>Year 2 - Spring</b>	<p><b>Common exception words</b> - even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, mother</p> <ul style="list-style-type: none"> <li>The /d<sub>3</sub>/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y - <i>badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust.</i></li> <li>The /s/ sound spelt c before e, i and y - <i>race, ice, cell, city, fancy</i></li> <li>The /n/ sound spelt kn and (less often) gn at the beginning of words - <i>knock, know, knee, gnat, gnaw</i></li> <li>The /r/ sound spelt wr at the beginning of words - <i>write, written, wrote, wrong, wrap</i></li> <li>The /l/ or /ə/ sound spelt -le at the end of words - <i>table, apple, bottle, little, middle</i></li> <li>The /l/ or /ə/ sound spelt -el at the end of words - <i>camel, tunnel, squirrel, travel, towel, tinsel</i></li> <li>The /l/ or /ə/ sound spelt -al at the end of words - <i>metal, pedal, capital, hospital, animal</i></li> </ul>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use full stops and capitals with increased accuracy.</p> <p>Use some exclamation marks and question marks</p> <p>Use commas for lists</p> <p>Expand noun phrases to describe and specify (eg <i>the blue butterfly</i>)</p> <p>Use the past tense and past progressive</p>	

	<ul style="list-style-type: none"> <li>• Words ending -il - <i>pencil, fossil, nostril</i></li> <li>• The /aɪ/ sound spelt -y at the end of words - <i>cry, fly, dry, try, reply, July</i></li> <li>• Adding -es to nouns and verbs ending in -y - <i>flies, tries, replies, copies, babies, carries</i></li> <li>• Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it - <i>copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</i></li> <li>• Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it - <i>hiking, hiked, hiker, nicer, nicest, shiny</i></li> <li>• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter - <i>patting, patted, humming, hummed</i></li> </ul>			
<p><b>Summer</b></p>	<p><b>Common exception words</b> - could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas their</p> <ul style="list-style-type: none"> <li>• The /ɔ:/ sound spelt a before l and ll - <i>all, ball, call, walk, talk</i></li> <li>• The /ʌ/ sound spelt o - <i>other, mother, brother,</i></li> <li>• The /i:/ sound spelt -ey - <i>key, donkey, monkey, chimney, valley</i></li> <li>• The /ɒ/ sound spelt a after w and qu - <i>want, watch, wander, quantity, squash</i></li> <li>• The /ɜ:/ sound spelt or after w - <i>word, work, worm, world, worth</i></li> <li>• The /ɔ:/ sound spelt ar after w - <i>war, warm, towards</i></li> <li>• The /z/ sound spelt s - <i>television, treasure, usual</i></li> <li>• The suffixes -ment, -ness, -ful, -less and -ly - <i>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily</i></li> <li>• Contractions - <i>can't, didn't, hasn't, couldn't, it's, I'll</i></li> <li>• The possessive apostrophe (singular nouns) - <i>Megan's, Ravi's, the girl's, the child's, the man's</i></li> <li>• Words ending in -tion - <i>station, fiction, motion, national, section</i></li> <li>• Homophones and near-homophones - <i>there/their/they're, here/hear, quite/quiet,</i></li> </ul>		<p>Use full stops and capitals confidently.</p> <p>Use exclamation marks and question marks with increased accuracy</p> <p>Use apostrophes for contracted forms and the possessive (singular)</p> <p>Use subordination (when, if, that, or because)</p>	







