

Writing

We aim to give the children a wide variety of experiences right across the curriculum in order to develop their skills of imaginative writing, poetry, recording, re-telling and sequencing, predicting, letter writing, note taking, drafting and comprehension. We aim to enhance their understanding of descriptive writing and the appropriate language associated with the various types and styles of written communication.

During each school year from reception through to year 6 children will be taught how to write in the following genres: stories, poems, instructions, information, report writing and recount. Additional units of work may include looking at stories by the same author, extended stories, diaries, play scripts, fact files, newspapers, myths and legends, traditional tales, fantasy stories and stories from other cultures.

SPAG (Spelling, punctuation and grammar) are taught systematically in order to help children develop their understanding of how to express their thoughts accurately in writing. Progression in teaching follows closely the year by year expectations of the 2014 National Curriculum and the No Nonsense Grammar scheme. Punctuation and grammar expectations are outlined below. For a full copy of Appendix 2 of the National Curriculum referred to in the expectations, please see the PDF curriculum document at the following website:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

For progression in spelling, please see the separate spelling overview.

Reception

Pupils will be encouraged to:

- ascribe meaning to marks;
- form recognisable letters;
- begin to write simple sentences;
- use phonic knowledge to write words which match spoken sounds;
- write irregular words;
- write sentences which can be read by themselves and others.

Year 1

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- 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.

Year 2

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- 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)
- learn how to use:
- 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)
- 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

Year 3 and 4

Pupils should be taught to:

- 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
- 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 plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 5 and 6

Pupils should be taught to:

- 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 subjunctive forms
- 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, when, whose, that or with an implied (i.e. omitted) relative pronoun
- 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 English Appendix 2 accurately and appropriately in discussing their writing and reading.