

Reception & Key Stage 1 Writing Curriculum

Key Cumulative knowledge

Planning and support documents					
Use the National Curriculum for key learning objectives when planning writing					
Use the Early Learning goal statement					
Use Spelling shed and or No nonsense schemes for ideas					
GTPS Writing descriptors					
GTPS Grammar Terminology Sheet					
Little Wandle Letters and Sounds revised					
Year R					
Skills	Handwriting & Presentation	Spelling, Grammar & Vocabulary	Planning	Composition	Editing & Improving
	<ul style="list-style-type: none"> Hold pencil correctly Correct orientation of each letter Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> Daily phonics sessions (Little Wandle Letters and Sounds revised) Children spell words by identifying sounds in them and representing the sounds with a letter or letters They spell phase 2 and 3 tricky words correctly (Little Wandle Letters and Sounds revised) Dictation using the GPC's and HF words Vocabulary - use and understand the words: letter, digraph, trigraph, grapheme, phoneme, word, sentence 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Roleplay 	<ul style="list-style-type: none"> Leave spaces between words Modelled writing Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> They can re-read their work
Core Genre	Begin writing sentences linked to topic work; must focus mainly on very basic retelling stories, including descriptions, lists and labels.				
Year 1					
Skills	Handwriting & Presentation	Spelling, Grammar & Vocabulary	Planning	Composition	Editing & Improving
These skills must be applied across the curriculum	<ul style="list-style-type: none"> Build on knowledge from R Daily handwriting sessions focusing on correct size and shape of letters Form capital and lower case letters correctly and identify which is which 	<ul style="list-style-type: none"> Build on knowledge from R ➤ Daily phonics sessions ➤ Spelling sessions focus on: <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes Common exception words Days of the week add suffixes s and es using the prefix un use ing, -ed, -er and -est where no change is needed in the spelling of root words Dictation using the GPC's and common exception words Punctuate sentences with capital letters, full stops, question marks or exclamation marks Capital letters for names and places and recognise that these are proper nouns Capital for personal pronoun I ➤ Vocabulary - see English appendix 2 	<ul style="list-style-type: none"> Build on knowledge from R Exploration of good examples of texts – discussing features Modelled or shared planning 	<ul style="list-style-type: none"> Build on knowledge from R Compose a sentence orally before writing Sequence sentences to form short narratives Use 'and' to join clause Modelled writing 	<ul style="list-style-type: none"> Build on knowledge from R Re-read what has been written to check it makes sense
Core Genre	<ul style="list-style-type: none"> Build on knowledge from R Write short narratives with a familiar (or given) structure – beginning, middle and end (may not always be all parts together) Real events – simple recounts Poetry – Haiku, copy a familiar structure e.g. own verse of London's burning, acrostic Informal letters Instructions (title & correct order) Descriptive sentences Simple information page (main heading only) 				

Year 2					
Skills	Handwriting & Presentation	Spelling, Grammar & Vocabulary	Planning	Composition	Editing & Improving
These skills must be applied across the curriculum	<ul style="list-style-type: none"> • Build on knowledge from R&1 • Weekly handwriting sessions focusing on all letters being joined correctly • Letters show correct relationships to one another 	<ul style="list-style-type: none"> • Build on knowledge from R&1 ➤ Daily spelling lessons focusing on: <ul style="list-style-type: none"> • Common exception words • Spelling words with contracted form • Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling • Spell common homophones • Learn the possessive apostrophe • Spell words with suffixes ment, -ness, -ful, -less, ly, ed, ing, er, est correctly • Adding es to nouns and verbs ➤ Dictation using the GPC's and common exception words ➤ Introduce new punctuation – commas for lists ➤ Vocabulary - see English appendix 2 	<ul style="list-style-type: none"> • Build on knowledge from R&1 • Exploration of good examples of texts – discussing features • Modelled or shared planning 	<ul style="list-style-type: none"> • Build on knowledge from R&1. • Develop stamina for writing • Write statements, questions, exclamations and commands • Include expanded noun phrases • Use present and past tense mostly correctly and consistently • Join clauses using subordination (when, if, that, or because) and co-ordination (or, and, or but) • Children show some awareness of the reader in their writing 	<ul style="list-style-type: none"> • Build on knowledge from R&1. • Re-read their work to check it make sense and edit with a blue pencil • Start to proof-read spelling and punctuation
Core Genre	<ul style="list-style-type: none"> • Coherent narratives with a familiar structure – beginning, middle & end (no dialogue) • Real events. – personal recounts • Poetry – Diamantes, riddles, sounds poem and word heap poem • Informal letters e.g email • Simple first person diary (past tense), • instructions (title, correct order, you will need list, imperative verbs & temporal conjunctions) • Information text (main heading with at least 2 subheadings) 				