

Lower Key Stage 2 Writing Curriculum

Key Cumulative knowledge

| Planning and support documents | | | | | |
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| Use the National Curriculum for key learning objectives when planning writing Use Spelling shed and or No nonsense schemes for ideas GTPS Writing descriptors GTPS Grammar terminology | | | | | |
| Year 3 | | | | | |
| 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 KS1 Weekly handwriting sessions focusing on all letters being joined correctly with correct relationships to one another (size and position) All independent writing shows joined, legible handwriting | <ul style="list-style-type: none"> Build on knowledge from KS1 Transcription - Write sentences that have been dictated to them as part of spelling sessions. 2-3 spelling lessons weekly focusing on: <ul style="list-style-type: none"> Homophones using more prefixes <i>'re-' again or back</i> <i>'dis-' negative meaning</i> <i>'mis-' negative meanings</i> using more suffixes <i>suffixes beginning with vowel letters to words of more than one syllable</i> <i>'-ly' and '-ally'</i> i sound spelt with a y not at the start /ze/ as in measure '-sure' /k/ sound spelled 'ch' Greek /g/ sound spelled '-gue' & /k/ sound spelled '-que' French /s/ sound spelled 'sc' Latin The long /a/ vowel sound spelled 'ei.' /u/ sound spelled 'ou' Grammar – see English appendix 2 | <ul style="list-style-type: none"> Build on knowledge from KS1 Exploration of good examples of texts – discussing features. Class/group/paired sharing of ideas Rehearse sentences orally Modelled planning -using same format as children Shared or given planning in groups as required to support closing of gaps Children's plans marked with suggested improvements before writing | <ul style="list-style-type: none"> Build on knowledge from KS1 In narratives, create settings, characters and plot In non-narrative material, use headings and sub-headings Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present perfect form of verbs in contrast to the past tens Choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause Start to organise paragraphs around a theme Children begin to recognise how writing has a purpose and can be different from speech, producing imaginative and clear writing | <ul style="list-style-type: none"> Build on knowledge from KS1 Children proofread for punctuation and spelling errors Modelled proofreading. Suggesting improvements in their own or a partner's work |
| Core Genre | <ul style="list-style-type: none"> Build on knowledge from KS1. Narrative – fables & traditional tales, time travel story, suspense Diary – first person; from own point of view and also from that of a character, entries for more than one day Letter – recount, character point of view, persuasion (simple personal opinion with reasons to persuade, starting to include rhetorical questions) Biography – simple given paragraph structure Poetry – descriptive Information text (main heading, simple introductory paragraph and at least 3 subheadings) Instructions (title, correct order, you will need list, imperative verbs, temporal conjunctions and relevant detail/adverbs) Book summary (guided reading links) Descriptive writing (using the senses, starting to be organised into paragraphs therefore more than just a few lines) | | | | |

| Year 4 | | | | | |
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| 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 Yr • Weekly handwriting sessions focusing on all letters being joined correctly with correct relationships to one another (size and position) and speed. • All independent writing shows joined, legible handwriting. | <ul style="list-style-type: none"> • Build on knowledge from Yr 3 ➤ Transcription - Write sentences that have been dictated to them as part of spelling sessions ➤ 2-3 spelling lessons weekly focusing on: <ul style="list-style-type: none"> • Homophones & near homophones • using more prefixes <ul style="list-style-type: none"> 'in-' focus on 'not' 'il-' & 'ir-' 'sub-' under or below 'inter-' between, amongst or during 'super-' 'anti' and 'auto' 'bi-' two • using more suffixes <ul style="list-style-type: none"> '-ation' to verb = noun '-ly' to adverbs '-ion', '-sion', '-tion', '-ssion' & '-cian' '-ous' • 'sh' sound spelt ch French • Possessive apostrophe with plural words ➤ Grammar – see English appendix 2 | <ul style="list-style-type: none"> • Build on knowledge from Yr 3 • Exploration of good examples of texts – discussing features • Class/group/paired sharing of ideas • Rehearse sentences orally • Modelled planning -starting to introduce more than one planning format • Shared planning in groups as required to support closing of gap • Children's plans marked with suggested improvements before writing | <ul style="list-style-type: none"> • Build on knowledge from Yr 3 • Accurately organise paragraphs around a theme • Accurately use and punctuate direct speech. • Use fronted adverbials • Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns (see spelling & grammar) • Children understand how writing has a purpose and can be different from speech. • Make effective choices to engage the reader by producing imaginative and clear writing where words are chosen for variety and interest | <ul style="list-style-type: none"> • Build on knowledge from Yr 3 • Children proofread for punctuation and spelling errors • Modelled proofreading • Make improvements to identified areas • Modelled identification of areas to improve • Modelled improvements • Propose changes to grammar & vocabulary to improve consistency, including accurate use of pronouns in sentences |
| Core Genre | <ul style="list-style-type: none"> • Build on knowledge from Yr 3 • Poetry – kennings, creating a feeling, similes & metaphors • Narrative – myths & legends, traditional story from play script, quest, characterisation • Instructions (title, correct order, you will need list, imperative verbs, temporal conjunctions and more precise vocabulary/information - relevant detail, adverbs & adjectives) • Letter – persuasion (clear structured letter building up argument together with use of emotive language and rhetorical questions) • Information text – Non-chronological report (main heading, clear introductory paragraph and at least 3 subheadings with several well structured paragraphs in each) • Diary – first person; from own point of view and also from that of a character, entries for more than one day, starting to include what people have said – NOT dialogue but quotes | | | | |

Upper Key Stage 2 Writing Curriculum

Key Cumulative knowledge

| Planning and support documents | | | | | |
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| Use the National Curriculum for key learning objectives when planning writing Use Spelling shed and or No nonsense schemes for ideas GTPS Writing descriptors GTPS Grammar Terminology | | | | | |
| Year 5 | | | | | |
| 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 Yr All independent writing shows joined, legible handwriting produced at a good pace Published work | <ul style="list-style-type: none"> Build on knowledge from Yr 4 Transcription - Write sentences that have been dictated to them as part of spelling sessions 2-3 spelling lessons weekly focusing on: <ul style="list-style-type: none"> Homophones & near homophones suffixes beginning with vowel letters to words ending in -fer words ending in '-ious' & '-cious' words ending in '-cial' & '-tial' words ending in '-ant' & '-ance' '-ent' & '-ence' words ending in '-able' & '-ible' '-ably' & '-ibly' hyphens can be used to join a prefix to a root word 'ie' after c 'ee' sound spelled ei after c 'ough' where the sound is /aw/ 'ough' where the sound is /o/ boat or 'ow' cow 'silent' letters at the start Grammar – see English appendix 2 | <ul style="list-style-type: none"> Build on knowledge from Yr 4 Exploration of good examples of texts – discussing features Class/group/paired sharing of ideas. Initial plan jottings/notes from reading/research Modelled planning –for new formats or partially completed for quick reminder More detailed modelled planning in groups as required to support closing of gaps Children’s plans marked with suggested improvements before writing | <ul style="list-style-type: none"> Build on knowledge from Yr 4 Identify the audience and purpose of the writing, select the appropriate form and tone In narratives, consider how authors have developed characters and setting In narratives, describe settings, characters and atmosphere – integrating dialogue to convey character and advance the action Use commas and hyphens to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Start to use semi-colon Use a colon to introduce a list Children write in a range of genres Writing is interesting and engages the reader by using a variety of clause structures and is beginning to use a range of cohesive devices effectively | <ul style="list-style-type: none"> Build on knowledge from Yr 4. Children proofread for punctuation and spelling errors Ensure the consistent and correct use of tense Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Identify and make improvements independently Modelled identification of areas to improve Modelled improvements |
| Core Genre | <ul style="list-style-type: none"> Build on knowledge from Yr 4. Narrative – detailed descriptions of historical settings creating an atmosphere, detailed descriptions of characters conveying their feelings and reactions in full Explanation – (scientific & historical) introductory paragraph, scientific/technical vocabulary, causal conjunction & conclusion Information text - main heading, clear introductory paragraph, topic sentences, paragraph links with several well structured paragraphs, punctuation - colons & semi-colons Poetry –similes & metaphors, choose vocabulary for effect, STRUCTURE – choose one Diary – factual diary as a historical figure, paragraph links Balanced arguments – introductory paragraph, organisation, cohesion and conclusion Persuasion – introductory paragraph, organisation, use balanced arguments building to a conclusion, (include use of emotive language, flattery and rhetorical questions) Biography – carry out own research, introduction, chronological order, conclusion including lasting impact if dead | | | | |

| Year 6 | | | | | |
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| 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 Yr 5 All independent writing shows joined, legible handwriting produced at a good pace | <ul style="list-style-type: none"> Build on knowledge from Yr 5 Transcription - Write sentences that have been dictated to them as part of spelling sessions 2-3 spelling lessons weekly focusing on: <ul style="list-style-type: none"> Consolidation & application of previous work Further work on homophones, near homophones and frequently misspelled words Grammar – see English appendix 2 | <ul style="list-style-type: none"> Build on knowledge from Yr 5 Exploration of good examples of texts – discussing features Class/group/paired sharing of ideas through discussion & initial plan jottings/notes, reading/research Modelled planning –for new formats, recapping or to compare different styles More detailed modelled planning in groups as required to support closing of gaps Children’s plans marked with suggested improvements before writing <p>Children MUST be able to choose their own formats to fit genre by end of year</p> | <ul style="list-style-type: none"> Build on knowledge from Yr 5 Select vocabulary and grammatical structures that reflect what the writing requires. (see National Curriculum) Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader Use semi-colons, colons or dashes to mark boundaries between independent clauses. Punctuate bullet points consistently Children confidently write in a range of genres Writing includes a range of cohesive devices and clause structures to engage and sustain the reader’s interest | <ul style="list-style-type: none"> Build on knowledge from Yr 5 Children proofread, identify and make improvements independently Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Re-drafting sections or whole pieces of writing sometimes creating different options and choosing the most effective Modelled identification of areas to improve Modelled improvements Assess the effectiveness of their own and others’ writing |
| Core Genre | <ul style="list-style-type: none"> Build on knowledge from Yr 5. Narrative – disaster stories, myths & legends, The Piano (R.E. link) application from Yr 5 & work on balance of skills / devices to create a coherent, interesting story with a clear plot Information / explanation – make suitable choices as to the tone and vocabulary used depending on the audience and purpose of writing – recognise when features of both text type are needed in one document Poetry – personification and other figurative language Diary – informal language, idioms etc. ensure feelings and reactions are expressed fully – not purely recount of events Persuasion - choose the appropriate tone and format for the audience (pamphlet-informal, formal letter) - using introductory paragraph, organisation, balanced arguments building to a conclusion, (include use of emotive language &- other appropriate persuasive devices) Balanced Argument - choose the appropriate tone and format for the audience (pamphlet-informal, formal letter) - using introductory paragraph, organisation, balanced arguments building to a conclusion, (include use of appropriate persuasive devices) Biography – trade link with topic Female founder of Fair Trade Organisation consolidation of Yr5 skills with increased independence and awareness of the reader | | | | |