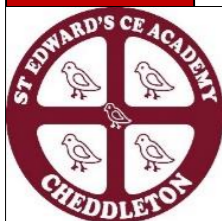


ENGLISH WRITING CURRICULUM
YEAR A

UNIT	Year 1	Year 2	Year 3 and 4
1	<p>The Billy Goat's Gruff – Ladybirds First Favourites</p> <p>Pupils should be taught to: Punctuate sentences using capital letters Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>The Billy Goat's Gruff – Ladybirds First Favourites</p> <p>Pupils should be taught to: Use subordination (using when, if, that, or because) and co-ordination (using or, and, but)</p>	<p>The Three Little Wolves and the Big Bag Pig – Eugene Trivizas</p> <p>Pupils should be taught to: Use the conjunctions [co-ordination and subordination] (while, since, later, although, yet) to extend sentences Use adverbs in paragraphs</p>
2	<p>Pumpkin Soup – Helen Cooper</p> <p>Pupils should be taught to: Use imperative verbs in a sentence Use adjectives in a sentence</p>	<p>Pumpkin Soup – Helen Cooper</p> <p>Pupils should be taught to: Use exclamation marks and question marks accurately in writing Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>The Pied Piper of Hamelin - Michael Morpurgo</p> <p>Pupils should be taught to: Use commas after fronted adverbials Use adverbs of time (soon, therefore, however, eventually)</p>
3	<p>The Leopards Drum – Jessica Souhami</p> <p>Pupils should be taught to: Recognise and use question marks Recognise and use exclamation marks</p>	<p>The Leopards Drum – Jessica Souhami</p> <p>Pupils should be taught to: Use sentences with different forms: statement, question, exclamation, command Use and understand past tense</p>	<p>The Tunnel – Anthony Browne</p> <p>Pupils should be taught to: Use Prepositions in paragraphs Use and punctuate direct speech</p>
4	<p>Jack and The Beanstalk - Usborne</p> <p>Pupils should be taught to: Join words and joining clauses using and</p>	<p>Jack and The Beanstalk - Usborne</p> <p>Pupils should be taught to: Use commas in lists Use apostrophes for possession [<i>to show singular possession in a noun</i>]</p>	<p>The Lion and the Unicorn – Shirley Hughes</p> <p>Pupils should be taught to: Use modified expanded noun phrases Indicate possession by using the possessive apostrophe with plural nouns</p>

5	<p>The Way Back Home –Oliver Jeffers</p> <p>Pupils should be taught to: Use time adverbs to sequence events in order [first, then, next, after]</p>	<p>The Way Back Home –Oliver Jeffers</p> <p>Pupils should be taught to: Use time adverbs to sequence events in order [Before, suddenly, finally, extend Y1 vocab] Use an apostrophe for contractions</p>	<p>Firebird - Saviour Pirotta</p> <p>Pupils should be taught to: Write Kennings Use appropriate pronouns</p>
6	<p>The Day the Crayons Quit – Oliver Jeffers</p> <p>Pupils should be taught to: Understand and use spelling rules s es, prefix un, ing, er, est</p>	<p>The Day the Crayons Quit – Oliver Jeffers</p> <p>Pupils should be taught to: Understand and use suffix – ment, ness, ful, less, ly</p>	<p>The Great Kapok Tree - Lynne Cherry</p> <p>Pupils should be taught to: Use organisational devices in a report (headings, subheadings) Use the first 2/3 letters of a word to check spelling in a dictionary</p>
	<p>Ongoing</p> <p>Pupils should be taught to: Say out loud what they are going to write about Compose a sentence orally before writing Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Ongoing</p> <p>Pupils should be taught to: Develop positive attitudes towards and stamina Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate Proof-read to check for errors in spelling, grammar and punctuation [example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Ongoing</p> <p>Pupils should be taught to: Plan their writing by: Discussing writing similar to that which they are planning to write in order to Understanding and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively Building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, Using headings and sub-headings] Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting Improvements Proposing changes to grammar and vocabulary to improve consistency,</p>

			<p>Including the accurate use of pronouns in sentences</p> <p>Proof-reading for spelling and punctuation errors</p> <p>Reading aloud their own writing, to a group or the whole class, using appropriate</p> <p>Using intonation and controlling the tone and volume so that the meaning is clear</p>
	<p>Handwriting</p> <p>Pupils will be taught to</p> <p>Learn to sit correctly at a table, holding a pencil comfortably and correctly to:</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p> <p>Spelling</p> <p>Pupils should be taught to:</p> <p>Spell the Year 1 Common Exception Words</p> <p>Follow the ELS Phonics Scheme – spelling Year 1 Harder to Read and Spell words</p>	<p>Handwriting</p> <p>Pupils should be taught to</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>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>Spelling</p> <p>Pupils should be taught to:</p> <p>Spell Year 2 Common Exception Words</p> <p>Follow the ELS Spelling Scheme including Year 2 Harder to Read and Spell Words</p>	<p>Handwriting</p> <p>Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Spelling</p> <p>Pupils should be taught to:</p> <p>Use homophones</p> <p>Spell Year 3 and 4 Common Exception Words</p>



**ENGLISH WRITING CURRICULUM
YEAR B**

UNIT	Year 1	Year 2	Year 3 and 4
1	<p>Bog Baby – Jeanne Willis</p> <p>Pupils should be taught to:</p> <p>Punctuate sentences using capital letters</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Bog Baby – Jeanne Willis</p> <p>Pupils should be taught to:</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, but)</p>	<p>The Lost Happy Endings – Carol Ann Duffy</p> <p>Pupils should be taught to:</p> <p>Use the conjunctions [co-ordination and subordination] (while, since, later, although, yet) to extend sentences</p> <p>Use adverbs in paragraphs</p>

2	<p>Little Red Riding Hood – Ladybird First Favourites</p> <p>Pupils should be taught to: Use imperative verbs in a sentence Use adjectives in a sentence</p>	<p>Little Red Riding Hood – Ladybird First Favourites</p> <p>Pupils should be taught to: Use exclamation marks and question marks accurately in writing Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Stone Age Boy – Satoshi Kitamura</p> <p>Pupils should be taught to: Using commas after fronted adverbials Use adverbs of time (soon, therefore, however, eventually)</p>
3	<p>The Queen’s Hat – Steve Antony</p> <p>Pupils should be taught to: Recognise and use question marks Recognise and use exclamation marks</p>	<p>Katie in London – James Mayhew</p> <p>Pupils should be taught to: Use sentences with different forms: statement, question, exclamation, command Use and understand past tense</p>	<p>The Egyptian Cinderella – Shirley Climo</p> <p>Pupils should be taught to: Use Prepositions in paragraphs Use and punctuate direct speech</p>
4	<p>Oliver and Patch – Claire Freedman</p> <p>Pupils should be taught to: Join words and joining clauses using and</p>	<p>Oliver and Patch – Claire Freedman</p> <p>Pupils should be taught to: Use commas in lists Use apostrophes for possession (to show singular possession in a noun)</p>	<p>The Tin Forest – Helen Ward</p> <p>Pupils should be taught to: Use modified expanded noun phrases Indicate possession by using the possessive apostrophe with plural nouns</p>
5	<p>Beegu – Alexis Deacon</p> <p>Pupils should be taught to: Use time adverbs to sequence events in order [first, then, next]</p>	<p>Beegu – Alexis Deacon</p> <p>Pupils should be taught to: Use time adverbs to sequence events in order [Before, suddenly, finally, extend Y1 vocab] Use an apostrophe for contractions</p>	<p>Escape from Pompeii – Christina Balit</p> <p>Pupils should be taught to: Using the present perfect form of verbs in contrast to the past tense Use appropriate pronouns</p>

<p>6</p>	<p>Meerkat Mail – Emily Gravett</p> <p>Pupils should be taught to: Understand and use spelling rules s es, prefix un, ing, er, est</p>	<p>Meerkat Mail – Emily Gravett</p> <p>Pupils should be taught to: Understand and use suffix – ment, ness, ful, less, ly</p>	<p>I am a Roman Soldier – Josiah Wedgwood Foot Soldier’s Song by Pamela Gillian</p> <p>Pupils should be taught to: Use organisational devices in a report (headings, subheadings) Read and understand narrative poetry</p>
	<p>Ongoing</p> <p>Pupils should be taught to: Say out loud what they are going to write about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Ongoing</p> <p>Pupils should be taught to: Develop positive attitudes towards and stamina Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate Proof-read to check for errors in spelling, grammar and punctuation [example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Ongoing</p> <p>Pupils should be taught to: Plan their writing by: Discussing writing similar to that which they are planning to write in order to Understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively Building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, Headings and sub-headings] Evaluate and edit by: Assessing the effectiveness of their own and others’ writing and suggesting Improvements Proposing changes to grammar and vocabulary to improve consistency, Including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>

Handwriting

Pupils will be taught to

Learn to sit correctly at a table, holding a pencil comfortably and correctly to:

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' and to practise these

Spelling

Pupils should be taught to:

Spell the Year 1 Common Exception Words

Follow the ELS Phonics Scheme – spelling Year 1

Harder to Read and Spell words

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 unjoined

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

Spelling

Pupils should be taught to:

Spell Year 2 Common Exception Words

Follow the ELS Spelling Scheme including Year 2 Harder to Read and Spell Words

Handwriting

Pupils should be taught to:

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting

Spelling

Pupils should be taught to:

Use homophones

Spell Year 3 and 4 Common Exception Words