

School Curriculum Map in **Writing** at Wickhambreaux CEPS – COMPILED: Term 4 2019-20

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription		-write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	-write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far	-write from memory, simple sentences dictated by the teacher that include words and punctuation taught so far	-write from memory, simple sentences dictated by the teacher that include words and punctuation taught so far		
Handwriting		-sit correctly at a table, holding a pencil comfortably and correctly, using the 'tripod' grip -begin to form lower-case letters in the correct direction – starting and finishing in the right place – using the school's preferred cursive script -form capital/uppercase letters Form digits 0-9 Understand which letters belong to which handwriting families and to practise these	-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/uppercase 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	-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	-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	-choose which shape of a letter to use when given choices and deciding whether or not to join specific letters -choose the writing implement that is best suited for a task	-choose which shape of a letter to use when given choices and deciding whether or not to join specific letters -choose the writing implement that is best suited for a task
Contexts for Writing			-write narratives about personal experiences and those of others (real or fictional) -write about real events -write poetry Write for different purposes	-discuss writing similar to that which they are planning write in order to understand and learn from its structure, vocabulary and grammar	-discuss writing similar to that which they are planning write in order to understand and learn from its structure, vocabulary and grammar	-identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as model for their own -in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	-identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as model for their own -in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing		-say out loud what they are going to write about -compose a sentence orally before writing it	-plan or say out loud what they are going to write about	-discuss and record ideas -compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	-discuss and record ideas -compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	-note and develop initial ideas, drawing on reading and research where necessary	-note and develop initial ideas, drawing on reading and research where necessary
Drafting Writing		-sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense	-write down ideas or keywords, including new vocabulary -encapsulating what they want to say, sentence by sentence	-organise paragraphs around a theme -in narratives, create settings, characters and plot -in non-narrative material, use simple organisational devices (headings and subheadings)	-organise paragraphs around a theme -in narratives, create settings, characters and plot -in non-narrative material, use simple organisational devices (headings and subheadings)	-select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action -precis longer passages -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	-select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action -precis longer passages -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
Editing Writing		-discuss what they have written with the teacher or other pupils	-evaluate their writing with the teacher and other pupils -re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proofreading to check for errors in spelling, grammar and punctuation	-assess the effectiveness of their own and others' writing and suggest improvements -propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	-assess the effectiveness of their own and others' writing and suggest improvements -propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors	-assess the effectiveness of their own and others' writing -propose the changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors	-assess the effectiveness of their own and others' writing -propose the changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proofread for spelling and punctuation errors
Performing Writing		-read their writing aloud clearly enough to be heard by their peers and teacher	-read aloud what they have written with appropriate intonation to make the meaning clear	-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	-read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	-perform own compositions, using appropriate intonation, volume and movement so that meaning is clear	-perform own compositions, using appropriate intonation, volume and movement so that meaning is clear
Vocabulary		-Leaving spaces between words -joining words and joining clauses using "and"	-expanded noun phrases to describe and specify	-extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' -choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -use conjunctions, adverbs and prepositions to express time and cause (and place)	-extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' -choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -use conjunctions, adverbs and prepositions to express time and cause (and place)	-use a thesaurus -use expanded noun phrases to convey complicated information concisely -use modal verbs or adverbs to indicate degrees of possibility	-use a thesaurus -use expanded noun phrases to convey complicated information concisely -use modal verbs or adverbs to indicate degrees of possibility
Grammar + Punctuation	For full details on coverage of teaching for each year group, please see separate School Curriculum Maps for these areas.						
Spelling							

Due to the 'teach, review and revisit' nature of developing writing skills, these areas to be covered in the teaching and learning of writing within each year group cannot be restricted down to termly unit coverage.

The content of this School Curriculum Map has been guided by the National Curriculum (2013).

This map is intended to guide class and specialist teachers in selecting areas that will be taught in specific writing skills' based lessons and more generally within other wider, relevant areas of the curriculum.