

English Writing Curriculum

Year 3:

Composition	<ul style="list-style-type: none">● Begin to use ideas from own reading and modelled examples to plan their writing● Demonstrate an increasing understanding of purpose and audience● Begin to use the structure of a wider range of text types: traditional tales● (fables, fairy stories), adventure stories, poetry (limerick, haiku, tanka, read, write and perform free verse), recount, instruction, explanation, reports, persuasion, writing and performing a play.● Proof-read their and others' work to check for errors with increasing accuracy and make improvements● Make deliberate ambitious word choices to add detail● Begin to create settings, characters and plot in narratives● Begin to organise their writing into paragraphs around a theme
Vocabulary. Punctuation and Grammar Use spaced activities and retrieval to revisit/revise previous year	<ul style="list-style-type: none">● Maintain the correct tense including present perfect tense throughout a piece of writing● Use the full range of punctuation from previous year groups: capital letters, full stops, question marks, exclamation marks, apostrophes● Use grammar terms from previous year groups: noun and noun phrases, adjectives.● Use inverted commas in direct speech● Use subordinate clauses● Use conjunctions, adverbs and prepositions to show time, place and cause● Use 'a' or 'an' correctly most of the time
Spelling	<ul style="list-style-type: none">● Spell many words with prefixes correctly e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial● Spell many words with suffixes correctly, e.g. usually, poisonous, adoration● Spell homophones correctly e.g. which and witch● Spell some of the Y3 and 4 statutory spelling words correctly
Handwriting	<ul style="list-style-type: none">● Use a neat, joined handwriting style with increased accuracy

Year 4:

Composition	<ul style="list-style-type: none"> ● Write a range of narratives and non-fiction pieces using a consistent and appropriate structure: traditional tales (myths), writing and performing a play based on familiar story, story settings, story with a theme (personal experience, autobiographical), report (newspaper), persuasion (adverts, poster), discussion (Should cycling on pavements be banned), explanation, poetry (riddles, read, write and perform free verse, recite narrative poem – learn off by heart) ● Write narratives with a clear beginning, middle and end with a coherent plot ● Proof-read confidently and amend their own and others' writing e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense ● Create more detailed settings, characters and plot in narratives to engage the reader. ● Consistently organise their writing into paragraphs around a theme
Vocabulary, Punctuation and Grammar Use spaced activities and retrieval to revisit/revise previous years	<ul style="list-style-type: none"> ● Maintain an accurate tense throughout a piece of writing ● Use standard English verb inflections accurately e.g. 'we were' rather than 'we was', 'I did' rather than 'I done' ● Use all the necessary punctuation in direct speech mostly accurately ● Use apostrophes for singular and plural possession with increasing confidence ● Expand noun phrases regularly with addition of modifying adjectives and/or propositional phrases e.g. the strict teacher with curly hair ● Regularly choose nouns and pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it ● Use fronted adverbials e.g. as quick as a flash, last weekend, usually demarcated with commas
Spelling	<ul style="list-style-type: none"> ▪ Spell all Y4 words with prefixes correctly ▪ Spell all Y4 words with suffixes correctly ▪ Spell Y4 homophones correctly

	<ul style="list-style-type: none"> ▪ Spell all the Year 3 and 4 statutory spelling words correctly
Handwriting	<ul style="list-style-type: none"> ▪ Consistently use a neat, joined handwriting style

Year 5:

Composition	<ul style="list-style-type: none"> ● Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose: traditional tales (legends), suspense and mystery, fiction from our heritage, recount (e.g. Anglo Saxon Day), explanation, persuasion, instructions, report (information leaflet), discussion, poetry (read, write and perform free verse), cinquains, spoken word poetry/rap ● Describe settings, characters and atmosphere to consciously engage the reader ● Use dialogue to convey a character and advance the action with increasing confidence ● Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining etc. ● Begin to proof-read work to precis longer passages by removing unnecessary repetition or irrelevant details ● Create paragraphs that are usually suitably linked ● Proof-read their work and assess effectiveness of their own and others' writing and make necessary corrections and improvements
Vocabulary, Punctuation and Grammar Use spaced activities and retrieval to revisit/revise previous years	<ul style="list-style-type: none"> ● To use the full range of punctuation from previous year groups ● To use commas to clarify meaning or to avoid ambiguity with increasing accuracy ● Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly ● Use relative clauses beginning with a relative pronoun (who, whose, that, which, where, when) e.g. Professor Scribble, who was a famous inventor, had made a new discovery ● To use brackets, dashes or commas to begin to indicate parenthesis ● To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might

Spelling	<ul style="list-style-type: none"> • Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc • Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify • Spell many complex homophones correctly e.g. affect/effect, practice/practise, etc • Spell many words correctly from the 5/6 statutory spelling list
Handwriting	<ul style="list-style-type: none"> • To write legibly, fluently and with increasing speed

Year 6:

Composition	<ul style="list-style-type: none"> ▪ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader: fiction genre, narrative (creating settings, characterisation, atmosphere), explanation (linked to science), recount, report (biography) persuasion, discussion, debate, poetry (read, write and perform free verse – figurative language) ▪ In narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action
Vocabulary, Punctuation and grammar Use spaced activities and retrieval to revisit/revise previous years	<ul style="list-style-type: none"> ▪ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ▪ Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs ▪ Use verb tenses consistently and correctly throughout their writing ▪ Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas, ellipsis, hyphens, semi-colons, colons, bullet points and other punctuation to indicate direct speech)
Spelling	<ul style="list-style-type: none"> ▪ Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting	<ul style="list-style-type: none"> ▪ Maintain legibility in joined handwriting when writing at speed

