

Programme of study for writing

statutory requirements in bold, suggested steps in faint, **adult curriculum in green**

Step 1

Pupils will be encouraged to use a variety of media to make marks with increasing control and intent

Step 2

Pupils will be provided with opportunities to make marks in their play that have meaning to them

Step 3

Pupils will be encouraged and supported to distinguish between the different marks they make

- Using preferred method to communicate about the marks they have made

Ww/M4.1

make marks in a preferred mode of communication,

e.g. by moving a switch to use a computer programme, or by applying paint or pen to paper

Step 4

Pupils will be prompted to give meaning to the marks they make as they draw and paint

Wt/M4.1

show understanding that images, marks and symbols convey meaning and express feeling,

- e.g. by placing a photograph of an activity on a timetable, or making marks while listening to music

Pupils will be prompted to suggest meaning to the marks that they see in different places

Wt/M5.1

with support, record by selecting appropriate images or symbols for a purpose,

e.g. to label objects or to indicate ideas, likes or dislikes, or for other personal writing

Step 5

Pupils will be prompted to give meaning to the marks they make as they draw, write and paint, or use a paint programme on the computer

Ww/M5.2

make marks or select symbols that are meaningful to them, associated with their own name or familiar spoken words, actions or events, e.g. contribute to records of work or of books about themselves and their interests

use ICT to express ideas and feelings,

e.g. by pressing a specific graphic on a touch screen

Pupils will be given opportunities to break the flow of speech into words, and link the spoken word with text or symbols

Eg, Watch as an adult writes, and comment accordingly, group symbols and shapes to represent individual words in role play etc

Ww/M5.1 with support, trace, overwrite, or copy shapes and straight lines to make marks and patterns

Pupils will be exposed to activities which encourage them to continue a rhyming string such as suggesting a rhyme to complete a 'poem', communication games involving word families, etc

Ww/M6.1 recognise the difference between images, signs, symbols, words, letters

Step 6

Pupils will be supported to hear and say the initial sound in words, finding words beginning with the same letter; sorting; tallying; etc

Ww/M6.4 make first attempts to write own name using letters (where appropriate, use ICT or other means of assistance.)

Pupils will link sounds to letters, naming and sounding the letters of the alphabet

Ww/M6.2 trace, overwrite or copy letter shapes making a range of horizontal, vertical and circular lines to produce recognisable letters of personal significance

Wt/M6.2 with support, use words or symbols to communicate in personal writing, e.g. by choosing symbols from a selection to annotate a photograph

Step 7

Transcription/ spelling

Pupils will be taught how to segment the sounds in simple words:

Ww/M7.2 group letters and leave spaces in between them, demonstrating that they are working towards writing separate words

Pupils will be taught to blend sounds together in simple words

Composition

Pupils will be able to form some clearly identifiable letters to communicate meaning and representing some sounds correctly in sequence

Ww//M7.1 form some letters correctly

Pupils will be supported to record their own name through their preferred method

Ww/M7.3 show awareness of a sequence of words, symbols, or letters from memory, e.g. when writing their own name, and a few other simple and familiar words

Handwriting

Pupils will be taught to write recognisable phonemes, linked with key topics of interest.

Step 8

Transcription/ spelling

Pupils will be given opportunities to record labels, captions, names through preferred method

Wt/M7.1 show understanding that symbols or words on a page are a way of representing ideas and information, e.g. by dictating a few words to describe a recent event, or copying a text with understanding

Wt/M7.2 use words, symbols, or images to communicate meaning,
e.g. matching words to images or select a sequence of symbols for a timetable with support

Composition

Pupils will be supported to record short sentences in meaningful contexts through preferred method

-symwriter environments, clicker, magnetic words,

Wt/M8.1 use words, letters, symbols and images

in supported writing, to communicate meaning for different simple purposes when writing short texts

Ws/M8.1 write words or symbols in groups for meaning, e.g. 'shepherd's pie' or a short shopping list

Pupils should be taught to:

- **write sentences by:**
- **saying out loud what they are going to write about**
- **composing a sentence orally before writing it**

Ws/E1.1 Construct a simple sentence

Handwriting

Pupils should be taught to:

- **sit correctly at a table, holding a pencil comfortably and correctly**

Ww/M8.1 if writing by hand, use an appropriate grip and make many controlled letter shapes

Step 9

Transcriptions

[Appendix 1](#))

(see [English](#))

Pupils should be taught to spell:

- **words containing each of the phonemes already taught through letters and sounds**
- **common exception words**
- **the days of the week**

Composition

Pupils should be taught to:

- **sequence sentences to form short narratives**

Wt/E1.1 Use written words and phrases to record or present information.

- **re-reading what they have written to check that it makes sense**

- discuss what they have written with the teacher or other pupils

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- leaving spaces between words

Ws/E1.2 Punctuate a simple sentence with a capital letter and a full stop

Ws/E1.3 Use a capital letter for personal pronoun 'I'

Handwriting

- begin to form lower-case letters in the correct direction,
- form capital letters

Ww/E1.2 Write the letters of the alphabet using upper and lower case

- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Step 10

Transcription

Pupils should be taught to:

- name the letters of the alphabet:
- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

Composition

Pupils should be given opportunities to read aloud their writing clearly enough to be heard by their peers and the teacher.

Pupils should be given strategies to consider what they are going to write before beginning by planning or saying out loud what they are going to write about using a range of different approaches

- **Ws/E2.2 Use adjectives**

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
- joining words and joining clauses using 'and'

Ws/E2.1 Construct simple and compound sentences using common conjunctions to connect two clauses e.g. as, and, but

Handwriting

- **begin to form lower-case letters starting and finishing in the right place**
- Writes **recognisable** a, c, d, f, g, o q
- Writes **recognisable** m, n, r, k
- Writes **recognisable** i, l, t, b, h
- Writes **recognisable** v, w, x, z, e, s
- Writes **recognisable** y, j ,p

Step 11

Transcription

Ww/E2.1 Spell correctly the majority of personal details and familiar common words

Ww/E2.2 Use their knowledge of sound-symbol relationship and phonological patterns e.g. consonant clusters and vowel phonemes to help work out correct spelling, as appropriate to the needs of the learner

Pupils should be taught to:

- **add prefixes and suffixes:**
- **using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs**
- **using the prefix un–**

Composition

Pupils should be taught to:

- **develop positive attitudes towards and stamina for writing by:**
- **writing narratives about personal experiences and those of others** (real and fictional)
- **writing about real events**

Pupils should be encouraged to consider what they are going to write before beginning by:

- **writing down ideas and/or key words, including new vocabulary**
- **encapsulating what they want to say, sentence by sentence**

Wt/E3.1 Plan and draft writing

Vocabulary, grammar and punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in [English Appendix 2](#) by:**
- **beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark**
- **using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'**

Ws/E2.4 Use a capital letter for proper nouns

- **Ws/E2.3** Use punctuation correctly e.g. capital letters, full stops and question marks.
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing
- **Wt/E3.1** Plan and draft writing

Handwriting

Ww/E2.3 Produce legible text

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another

Step 12

Transcription

Pupils should be taught to:

- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

- **write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**

Ww/E3.2 Use their developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words, as appropriate for the needs of the learner

Composition

Pupils should be taught to:

- **write poetry**
- **write for different purposes**
- **make simple additions, revisions and corrections to their own writing by:**
 - **evaluating their writing with the teacher and other pupils**
 - **re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form**
 - **proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]**
 - **Wt/E3.4** Proof read and correct for spelling and grammar
 - **read aloud what they have written with appropriate intonation to make the meaning clear.**

Pupils should be taught to learn how to use:

- **sentences with different forms: statement, question, exclamation, command**
- **expanded noun phrases to describe and specify [for example, the blue butterfly]**
- **the present and past tenses correctly and consistently including the progressive form**
- **Wt/E3.3 Sequence chronological writing**

Vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- **learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)**

Pupils should be taught how to learn to use:

- **subordination (using when, if, that, or because) and co-ordination (using or, and, or but)**
- **the grammar for year 2 in English Appendix 2**
- **some features of written Standard English**
- **use and understand the grammatical terminology in English Appendix 2 in discussing their writing.**

Wt/E3.2 Organise writing into short paragraphs

Handwriting

Pupils should be taught to:

- **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 un-joined**
- **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.**

Ww/E3.3 Produce legible text

Step 13 **Extension content**

Transcription/ spelling

Pupils should be taught to:

- **use further prefixes and suffixes and understand how to add them (English Appendix 1)**
- **spell further homophones**
- **spell words that are often misspelt (English Appendix 1)**
- **place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and**

in words with irregular plurals [for example, children's]

- **use the first two or three letters of a word to check its spelling in a dictionary**
- **write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.**

Composition

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 ([English Appendix 2](#))**
 - **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.**

Vocabulary, Grammar and punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in [English Appendix 2](#) by:**
 - **extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although**
 - **using the present perfect form of verbs in contrast to the past tense**
 - **choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**
 - **using conjunctions, adverbs and prepositions to express time and cause**
 - **using fronted adverbials**
- **indicate grammatical and other features by:**
 - **using commas after fronted adverbials**
 - **indicating possession by using the possessive apostrophe with plural nouns**

- **using and punctuating direct speech**
- **use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**

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 un-joined**
- **increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].**