

Callington Primary School Writing Curriculum

	Year 1	Year 2	Year 3
Handwriting	<ul style="list-style-type: none"> Form lower-case letters in the correct direction, starting and finishing in the right place Leave spaces between words 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Form 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. 	<ul style="list-style-type: none"> 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
Spelling <small>See NC Appendix 1 for examples</small>	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words Spell the days of the week Spell compound words Use the spelling rule for adding –s or –es for plural Use the prefix un– Use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> Spell common exception words Spell common homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Use the suffixes –ing, –ed, –er and –est where the root word changes Segment spoken words into phonemes and representing these by graphemes, spelling many correctly 	<ul style="list-style-type: none"> Use further prefixes (un-, dis-, mis-, bi-, re-) and understand how to add them Use further suffixes (-ly, -al) and understand how to add them Spell further homophones Add suffixes beginning with vowel letters to words of more than one syllable Spell word where the /ɪ/ sound spelt y elsewhere than at the end of words Spell the /ʌ/ sound spelt ou Spell words ending with sure/ture Spell words ending in th/g/ sound spelt gue and the /k/ sound spelt `que` Spell words with a /k/ spelt `ch` Spell words with silent letters Spell some year 3/4 common exception words
Composition	<ul style="list-style-type: none"> Use notes to cue techniques Say of a sentence aloud before writing it Sequence sentences to form a short narrative Re-read what I have written to check it makes sense Read my writing aloud (clear enough to be heard by my teacher and peers) 	<ul style="list-style-type: none"> Use notes to cue techniques Plan what I am going to write about Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what I have written with appropriate intonation to make my meaning clear Write for a range of purposes Use key language and structural features of a text 	<ul style="list-style-type: none"> Use notes to cue techniques Discuss and record ideas considering structure, vocabulary and grammar. Group ideas into basic paragraphs. Write under headings and sub-headings Propose changes to grammar and vocabulary Proof-read for spelling and punctuation errors Read my writing aloud using appropriate intonation and controlling the tone and volume Select structure, vocabulary and grammar for purpose

Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Join words using 'and' • Join clauses using 'and' (co-ordination) • Use capital letters, full stops, question marks and exclamation marks to punctuate sentences • Use a capital letter for names of people, places, the days of the week and the pronoun 'I' • Use some expanded noun phrases to describe and specify • Use present and past tense correctly • Use repeating patterns to create simple sentences and simple rhyme 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to punctuate sentences • Use apostrophes for contraction • Use apostrophes for possession (singular) • Use commas for a list • Write sentences with different forms: statement, question, exclamation, command • Use expanded noun phrases to describe and specify • Use adverbs • Use the present and past tenses correctly and consistently (including the progressive form) • Use subordinating conjunction (using when, if, that, or because) • Use co-ordinating conjunctions (using or, and, or but) • Use repeating patterns to create simple sentences and simple rhyme • Identify and create phrases using alliteration 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks, exclamation marks and commas for lists. • Use apostrophes for contraction • Use apostrophes for possession (singular) • Use inverted commas to indicate direct speech. • Use conjunctions, adverbs and prepositions, mostly accurately, to inform time, place or cause <ul style="list-style-type: none"> ○ Use subordinating conjunctions (when, before, after, while, because). ○ Use co-ordinating conjunctions (FANBOYS) ○ Use adverbs (of manner/ time connectives). ○ Use prepositions (e.g. before, after, during, in, because of). • Use nouns and noun phrases, modified by adjectives and other nouns to add detail, experimenting with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Use the appropriate choice of noun and pronoun. • Use 'a' or 'an' before a word starting with a vowel or consonant. • To use similes to compare.
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	Year 4	Year 5	Year 6
Handwriting	<ul style="list-style-type: none"> Write with increasing legibility, consistency and fluency. 	<ul style="list-style-type: none"> Ensure handwriting is consistent and fluent 	<ul style="list-style-type: none"> Adapt handwriting style effectively in response to a range of writing contexts and genres.
Spelling See NC Appendix 1 for examples	<ul style="list-style-type: none"> Use further prefixes and understand how to add them (in-, im-, il-, sub-, inter-, anti-, auto-, ex-, non-) Use further suffixes and understand how to add them (-ation, -ous) Spell further homophones Spell words ending in -sion, -ssion, -tion, -cian Spell words with the /s/ sound spelt 'sc' Spell most year 3/4 common exception words 	<ul style="list-style-type: none"> Spell word ending in -cious/-tious Spell words containing the letter-string ough Spell some words with 'silent' letters [for example, knight, psalm, solemn] Distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Spell some year 5/6 common exception words 	<ul style="list-style-type: none"> Spell words ending in -cial/-tial Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency Spell words ending in -able and -ible and in -ably and -ibly Add suffixes beginning with vowel letters to words ending in -fer Spell words with the /i:/ sound spelt ei after c Spell some words with 'silent' letters [for example, knight, psalm, solemn] Distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Spell most year 5/6 common exception words
Composition	<ul style="list-style-type: none"> Use notes to cue techniques Discuss and record ideas considering structure, vocabulary and grammar. Use paragraphs to organise ideas around a theme. Propose changes to grammar and vocabulary Proof-read for spelling and punctuation errors Read my writing aloud using appropriate intonation and controlling the tone and volume Select structure, vocabulary and grammar for purpose 	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing selecting the appropriate form. Consistently organize into paragraphs. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform my own composition using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing selecting the appropriate form. Use paragraphs to signal change in time, scene, action, mood or person. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform my own composition using appropriate intonation, volume and movement so that meaning is clear.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Use apostrophe for singular and plural possession. • Use apostrophe for irregular plurals. (girls', boys') • Use commas to mark clauses. • Use inverted commas and other punctuation to punctuate direct speech. • Vary sentence structure, using different openers. • Use sentences of different forms including some sentence structures with more than one clause. • Vary the position of the subordinate clause. • Use past and present tense correctly and consistently • Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition). • Use adjectival phrases (e.g. biting cold wind). • Use fronted adverbials and use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use connecting adverbs to link paragraphs. • Use onomatopoeia and personification. 	<ul style="list-style-type: none"> • Use apostrophes for contraction/possession with plural and singular nouns mostly correctly. • Use inverted commas and other speech punctuation to indicate direct speech. • Use commas to clarify meaning or avoid ambiguity. • Use the following to indicate parenthesis: <ul style="list-style-type: none"> ○ Brackets ○ Dashes ○ Commas • Use semi-colons to mark the boundary between independent clauses. • Use ellipsis for effect. • Add phrases to make sentences more precise and detailed. • Use range of sentence openers – judging the impact or effect needed. • Use pronouns to avoid repetition. • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will). • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use relative clauses beginning with who, which and that to add detail and description • Use verb phrases to create subtle differences (e.g. she began to run). • Link ideas across and within paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly), opposition/addition connectives. • Use fronted adverbials with commas to vary sentence structure • Use complex similes and metaphors to create mood and impact. 	<ul style="list-style-type: none"> • Use semi-colon, colon or dash to mark the boundary between independent clauses. • Use inverted commas and other speech punctuation to indicate direct speech. • Use colon to introduce a list and semi colon within a list. • Use correct punctuation for bullet points. • Use hyphens to avoid ambiguity. • Use full range of punctuation matched to requirements of text type. (e.g. Repetition – repetition). • Use subordinate clauses to write multi- clause complex sentences • Use passive voice where appropriate. • Use the perfect form of verbs to make relationships of time and cause. (present, progressive and simple) • Select between formal (subjunctive form) and informal language (question tags). • Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day). • Use a sentence structure and layout matched to requirements of text type. (e.g. reported speech in a newspaper). • Use relative clauses with an implied (omitted) relative pronoun. • Use wide range of devices to build cohesion within and across paragraphs. • Use figurative language to create impact, tension and mood.
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