

East Brent C of E Academy



Whole School Curriculum Overview for Writing

Each term all children have the opportunity to write narrative, non-narrative and poetry linked with their inquiry. We carefully plan to include a wide variety of non-narrative writing opportunities and ensure narrative writing opportunities use skills taught. Children will experience a wide variety of poetic styles as well as inspirational, quality texts.

Skills	Year R	Year 1	Year 2	Year 3	Year 4
Phonic and Whole word spelling Children should:	<p>Listen to and hear the sounds in CVC, CVCC, CCVC words(LIT)</p> <p>Recall&/identify the taught GPC's from ULS on a sound mat and use this when writing. (LIT)</p> <p>Spell taught CEW's. (LIT)</p>	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Spell CEW</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words with simple</p>	<p>Segment spoken words correctly into phonemes and represent these by graphemes spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common phonemes.</p> <p>Learn to spell CEW's</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt. (Appendix 1)</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt. (Appendix 1)</p>

		<p>phoneme/grapheme correspondence accurately.</p> <p>Make phonetically plausible attempts at writing longer words.</p>	Distinguish between homophones and near-homophones.		
<p>Other word building spelling. Children should:</p>		<p>Use the spelling rule for adding s or es.</p> <p>Use the prefix un</p> <p>Use ing, ed, er, est where no change is need in the root word.</p> <p>Apply simple spelling rules and guidance from Appendix 1.</p>	<p>Learn the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including ment, ness, ful, less, ly.</p> <p>Show awareness of silent letters in spelling. Eg knight, write</p> <p>Apply spelling rules and guidelines from Appendix 1.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words</p> <p>Use the first 2 or 3 letters of words to check its spellin in a dictionary.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words</p> <p>Use the first 2 or 3 letters of words to check its spelling in a dictionary.</p>
<p>Transcription Children should:</p>		Write from memory sentences dictated by an adult that	Write from memory sentences dictated by an adult that	Write from memory sentences dictated by an adult that	Write from memory sentences dictated by an adult that

		include words using GPC's and CEW's taught so far.	include words using GPC's and CEW's taught so far	include words an punctuation taught so far.	include words an punctuation taught so far.
Handwriting	Refer to policy	Refer to policy	Refer to policy	Refer to policy	Refer to policy
Contexts for writing Children should	<p>Child initiated writing.</p> <p>Write narratives about personal experience and those of others. (real and fiction)</p> <p>Write about real events.</p> <p>Write poetry,</p> <p>Write for different purposes.</p>	<p>Write narratives about personal experience and those of others. (real and fiction)</p> <p>Write about real events.</p> <p>Write poetry,</p> <p>Write for different purposes.</p>	<p>Write narratives about personal experience and those of others. (real and fiction)</p> <p>Write about real events.</p> <p>Write poetry,</p> <p>Write for different purposes.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>
Planning writing Children should	<p>Think of, say and write simple sentences, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories, rhymes and song</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (Including dialogue), progressively building a varied and rich vocabulary and an</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (Including dialogue), progressively building a varied and rich vocabulary and</p>

	<p>with actions, recalling key events, characters, settings, objects. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocab and extending sentences using a range of conjunction to offer extra explanation and detail with correct tenses. (C&L)</p>			<p>increasing range of sentence structures.</p>	<p>an increasing range of sentence structures.</p>
<p>Drafting writing Children should</p>	<p>Think of, say and write simple sentences, sometimes using a capital letter and full stop. (LIT)</p>	<p>Sequence sentences to form short narratives.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative writing use headings and sub headings.</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative writing use headings and sub headings</p>
<p>Editing writing Children should</p>	<p>To check written work by reading and make changes where necessary. (LIT)</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>Evaluate their writing with an adult or other pupils.</p>	<p>Assess the effectiveness of their own writing and others writing and</p>	<p>Assess the effectiveness of their own writing and others writing and</p>

		<p>Discuss what they have written with an adult or another pupil.</p>	<p>Re-read and using the purple polishing ends to edit thinking about not only spelling but improving vocabulary,</p>	<p>suggest improvements. Re-read and using the purple polishing ends to edit thinking about not only spelling but improving vocabulary,</p>	<p>suggest improvements. Re-read and using the purple polishing ends to edit thinking about not only spelling but improving vocabulary,</p>
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