

Writing curriculum map

Our curriculum aims to inspire children to develop a love of writing and acquire the key skills and language to communicate their ideas effectively in a range of ways with a variety of audiences. We aim for children to build confidence in writing over time by writing for a range of purposes, returning to and building on the fundamental skills of writing and applying their cross curricular knowledge to enjoyable real life events.

	Autumn	Spring	Summer	Key Vocabulary
Nursery	<p>Enjoy mark making on a range of surfaces, with a range of tools.</p> <p>Distinguish between the different marks they make.</p> <p>Recognise their name.</p> <p>Develop gross motor skills eg crawling through tunnels, carrying buckets of sand or water, digging in the sand or soil</p> <p>Develop strength in children's wrists and hands by eg squeezing out sponges, pouring liquids from one jug to another and washing up, build hand and finger strength by cutting up foods, grating, squeezing and using cloths to wipe up, Squashing and squishing activities, exploring pop-together-and-pull-apart toys</p> <p>Play games to coordinate both sides of their bodies together and control their movements across the centre point of the body eg Simon says, Lazy eight</p>	<p>Use symbolic representations to mark make on a range of surfaces</p> <p>Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Hold paint brushes, pencils and crayons etc.</p> <p>Recognise different font in the environment and that marks have meaning</p> <p>Copy the letters in their own name</p> <p>Develop dexterity eg doing up and undoing buttons and zips, threading beads, using tweezers and chopsticks, building towers, playing with peg boards, cutting or tearing paper around an outline.</p>	<p>Through songs and early phonics, introduce letter names and sounds (Phase 2, sets 1-3)</p> <p>Begin to understand the cause and effect of their actions in mark making</p> <p>Through discussions and songs, listen to the English language in a variety of tenses</p> <p>Tell words, lists , captions and oral stories to adult so writing can be modelled and ideas can be scribed</p> <p>Develop pincer and palmer grasp to make marks.</p> <p>Begin to recognise the letters some letters in their own name.</p> <p>Begin to recognise other children's names and other familiar words.</p> <p>Begin to write their own name.</p> <p>Continue to participate in activities to improve fine and gross motor skills.</p>	<p>sound</p> <p>noise</p> <p>listen</p> <p>hear</p> <p>name</p> <p>letter</p> <p>copy</p>

Reception				
Transcription	<p>Revisit and review known letter names.</p> <p>Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>Begin to have an awareness of the letters of the alphabet in order, using songs, displays and books to help them.</p> <p>Develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Begin to understand that most words are phonetically decodable and some words are 'tricky' words which we need to remember</p>	<p>Begin to name the letters of the alphabet in order, using songs and books to help them.</p> <p>Spell words by identifying sounds in them and representing the sounds with graphemes or letters (ELG)</p> <p>Spell words by identifying the Phase 2 and 3 sounds and then writing the sound with letter/s.</p>	<p>name shape alphabet letter 'tricky' words</p>
Handwriting	<p>Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Begin to form letters starting and finishing in the correct place, using the correct pencil grip for their age.</p>	<p>Write recognisable letters, most of which are correctly formed (ELG)</p>	<p>letter start end/finish</p>
Composition	<p>Give meaning to the marks they make as they draw, write, paint.</p> <p>Make up stories through oral storytelling with a focus on vocabulary.</p> <p>Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>Show an interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<p>Apply their developing phonic knowledge to write things such as labels and captions.</p> <p>Discuss and write for a range of purposes e.g. shopping lists, invitations, postcards, text messages, emails, greetings cards, storytelling and so on.</p>	<p>Write simple phrases and sentences that can be read by others. (ELG)</p> <p>Apply their developing phonic knowledge to write things such as labels and captions.</p> <p>Communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and words, in print and digital formats</p>	<p>sentence card ticket list invitation story keyboard letter</p>
Vocabulary, Grammar and Punctuation	<p>Understand that letters can join together to form a sound.</p>	<p>Learn to use spaces between each word they write.</p>	<p>Begin to apply finger spaces, capital letters and full stop in shared/modelled writing.</p>	<p>space capital letter full stop</p>

		Introduce capital letters and full stops during shared/modelled writing.		sentence
Year 1				
Transcription	<p>Name the letters of the alphabet in order, using song to help them.</p> <p>Spell aloud using letter names to distinguish between alternative spellings of the same sound.</p> <p>Learn and apply Year 1 common exception words.</p> <p>By writing the daily date on display, children should help to spell the days of the week.</p> <p>Revisit and review all phase 2 and 3 grapheme/phoneme correspondence and phase 4 blends and apply these in their writing.</p> <p>Read, say and choose phase 5 new graphemes as alternative spellings (see phonics curriculum map) and begin to apply them in their writing.</p> <p>Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Name the letter which comes after a given letter of the alphabet e.g. teacher calls g, children record h.</p> <p>Spell aloud using letter names to distinguish between alternative spellings of the same sound.</p> <p>Learn and apply Year 1 common exception words.</p> <p>Spell the days of the week Monday to Friday independently e.g for bird watching week table. Learn the spelling of Saturday and Sunday.</p> <p>Read, say and choose phase 5 alternative spellings (see phonics curriculum map) and begin to apply them in their writing.</p> <p>Learn to spell words with the suffixes -er, est</p> <p>Understand that a compound word is 2 words joined together to make a word with a new meaning e.g. sun + flower = sunflower Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Sort a sequence of given letters into alphabetical order e.g. e,u,f,n → e, f,n,u</p> <p>Spell aloud using letter names to distinguish between alternative spellings of the same sounds</p> <p>Spell using Year 1 common exception words.</p> <p>Apply the correct spelling to the days of the week in their writing.</p> <p>Apply phase 5 alternative spellings (see phonics curriculum map) . Begin to learn the spelling rules for spelling words with suffixes eg -ed, -s, -es, -ing, -ed, -est. (see phonics curriculum map).</p> <p>After discussion with an adult, begin to apply the prefix -un. Know that the prefix -un changes the meaning of the word e.g. unkind, untie Begin to understand how suffixes can be used to change tense in writing eg use -ed in the past.</p> <p>Spell compound words correctly in their writing.eg playground, football, bedroom</p> <p>Write simple sentences independently that include words using the GPCs, common exception words and punctuation taught so far</p>	alphabet letter name suffix prefix sentence dictation punctuation past tense days of the week Compound word
Handwriting	Sit correctly at a table, holding a pencil comfortable and correctly.	<p>Form digits 0-9 correctly.</p> <p>Begin to apply capital letters in their writing for people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Begin to join letters in their writing, and know that capital letters do not join.</p> <p>Use spaces between words which reflects the size of the letters in their writing.</p>	letter upper case lower case Handwriting

	<p>Revisit and review forming of all letters. Form these letters in the correct direction, starting and finishing in the correct place.</p> <p>Learn letters using Letterjoin sequence: ilt, uwe, co, ad, nmh, jy, gq, bpk, vsr, fzx. Form capital letters correctly.</p> <p>Begin to understand terminology to describe letters eg ascenders, descenders, tall letters etc</p> <p>Use spaces between each word they write.</p>	<p>Begin to use spaces between words which reflects the size of the letters in their writing.</p>		<p>family join form finger space Ascender Descender</p>
Composition	<p>Write a sentence by saying aloud what they are going to write about e.g. using colourful semantics who, what doing?</p> <p>Compose a sentence orally before writing it and consider exciting words with support.</p> <p>Discuss what they have written to an adult or friend.</p> <p>Through whole class teaching, re-read modelled writing to check that it makes sense.</p>	<p>Write a sequence of 3 sentences to form a short narrative. Continue to use colourful semantics to support.</p> <p>Begin to apply exciting word choices from books/stories previously read.</p> <p>Read aloud what they have written to a small audience e.g. fruit group</p> <p>Begin to re-read their writing to check that it makes sense and make appropriate changes.</p>	<p>Write a sequence of sentences to form short narratives. Include an adjective.</p> <p>Apply exciting word choices from books/stories previously read. Consider alternatives to different words eg blue - navy, sapphire, beautiful - elegant brave - courageous, heroic etc</p> <p>Read aloud what they have written clearly and loudly enough to be heard by their peers and teacher.</p> <p>Check their own work using the 5 checks and make appropriate changes</p>	<p>sentence 5 checks Adjectives Improve Check Read share</p>
Vocabulary, Grammar and Punctuation	<p>Write a simple sentence which has a capital letter, full stop and spaces between each word they write e.g. My name is Ben.</p>	<p>Begin to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Begin to join words and clauses using 'and'.</p> <p>Write a simple sentence which requires a question mark e.g. ask a question about the weather during science work</p>	<p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Join words and joining clauses using 'and'. Begin to join sentences using 'because'.</p> <p>Begin to punctuate sentences with an exclamation mark</p>	<p>punctuation full stop question mark exclamation mark capital letter name place day of the week I sentence adjective</p>

		Begin to use an adjective to describe e.g. The sun is hot. The adventurous pirate found some golden treasure.	Use an adjective to describe in their writing e.g. We ate a tasty meal.	
Year 2				
Transcription	<p>Revisit and review naming the letters of the alphabet in order</p> <p>Spell aloud using letter names to distinguish between alternative spellings of the same sound.</p> <p>Learn and apply Year 2 common exception words.</p> <p>Introduce, practise and apply homophones; they're/their/they're blue/blew</p> <p>Revisit, introduce, practise and apply words with contracted forms appropriate to children's writing pieces e.g.; I'm during GFoL diary writing,</p> <p>Revisit and apply suffixes and know when changes are needed to the root word -ed, -s, -es, -ing, -ed, -er, est. Learn suffix -ly Revisit, practise and apply the prefix un-</p> <p>Begin to recognise the use of the possessive apostrophe during shared stories</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Learn to use their knowledge of the alphabet to use a thesaurus and dictionary.</p> <p>Learn and apply spelling and phonics rules for phase 6 to spell a range of vocabulary (see Phonics Curriculum Map)</p> <p>Learn and apply Year 2 common exception words.</p> <p>Introduce, practise and apply homophones; to/too/two, bare/bear, here/hear</p> <p>Introduce, practise and apply words with contracted forms appropriate to children's writing pieces e.g let's, can't</p> <p>Apply the suffix -ly and learn suffixes -ful, -ment, -less, -ness</p> <p>Introduce, practise and apply the use of the possessive apostrophe (singular) e.g. during character description writing Flat Stanley's jumper is orange</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Practise and apply selecting ambitious vocabulary from a dictionary and a thesaurus for their writing pieces</p> <p>Apply spelling and phonics rules for phase 6 to spell a range of vocabulary (see Phonics Curriculum Map)</p> <p>Spell using Year 2 common exception words.</p> <p>Introduce, practise and apply homophones; be/bee, son/sun, quite/quiet, one/won, night/knight, see/sea</p> <p>Introduce, practise and apply a wider range of words with contracted forms appropriate to children's writing pieces</p> <p>Apply a range of suffixes to the words the write</p> <p>Practise and apply the use of the possessive apostrophe in a range of different genres(singular)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>dictionary</p> <p>thesaurus</p> <p>letter name</p> <p>letter sound</p> <p>alphabetical order</p> <p>contracted form</p> <p>homophone</p> <p>suffix</p> <p>possessive</p> <p>apostrophe</p> <p>prefix</p> <p>suffix</p>

Handwriting	<p>Revisit and review the formation of all letters, both lower case and upper case, and digits.</p> <p>Use the diagonal and horizontal strokes needed to join letters (using letters join words) during handwriting lessons and begin to apply this during independent writing.</p> <p>Use spacing between words that reflects the size of the letters in their writing.</p>	<p>Apply capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters in their writing</p> <p>Use the diagonal and horizontal strokes needed to join letters in their independent writing</p> <p>Use spacing between words that reflects the size of the letters in their writing.</p>	<p>Consistently apply the correct formation of capital letters and lower case letters in a range of writing.</p> <p>Consistently use the diagonal and horizontal strokes needed to join letters.</p> <p>Use spacing between words that reflects the size of the letters in their writing.</p>	<p>letter capital letter finger space ascender descender join</p>
Composition	<p>Develop positive attitudes and stamina for writing through writing in a variety of genres including instructions for Bird Pud, poetry (Animal Voices, GFoL), diary entry (GFoL), persuasive letter (GFoL).</p> <p>Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary from books they have read. Begin to use a range of emotions and senses vocabulary.</p> <p>Revist proof reading a sentence to check it has a capital letter and correct punctuation and no missing words. Use 5 check.</p> <p>Evaluate their writing to check if they have met their writing target. Complete 'self assessment' check sheets when appropriate. Use 2 stars and a wish e.g. when writing their version of The Rainbow Fish.</p> <p>With an adult, read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Develop positive attitudes and stamina for writing through writing in a variety of genres including, poetry (Would You Rather...? Acrostic poem), character description (Flat Stanley and own favourite book character), persuasive advert (Chocolate)</p> <p>Write down ideas and/or key words, including new vocabulary that they have found in a thesaurus and books they have read</p> <p>Proof read to check for errors in spelling, grammar and punctuation.</p> <p>Evaluate their friends work, using a tick sheet and appropriate language e.g. well done for using capital letters, remember next time to include a question.</p> <p>With a friend, read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Develop positive attitudes and stamina for writing through writing in a variety of genres including, poetry (The Sound Collector), persuasive advert (The Lonely Beast), real events (Life Cycle of a Butterfly), report (Around the World Week, WWF Week animal)</p> <p>Include alternatives to different words eg said - insisted, laughed scared - nervous, alarmed</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Read aloud to an audience what they have written with appropriate intonation to make the meaning clear.</p>	

Vocabulary, Grammar and Punctuation	<p>Revisit and review forming sentences with capital letters and full stops. Recap the use of a question mark and exclamation mark and identify when they should be used</p> <p>Consolidate and apply coordination (and). Introduce, practise and apply subordination ('because')</p> <p>Use expanded noun phrases to describe and specify e.g. the red, raging flames during GFoL topic</p> <p>Change words into the present tense and apply the past tense correctly when writing in their GFoL diary e.g. add -ed and know when some words change e.g. go → went</p> <p>Begin to ask hook questions eg for instructions with support</p> <p>Begin to notice sentence starters in stories</p>	<p>Apply capital letters, full stops (Statement), question marks and exclamation marks (exclamatory sentence/command) to the sentences they write e.g. in their Chocolate bar advert, Buy it now! What an amazing taste sensation you will have! Do you adore chocolate?</p> <p>Introduce the use of commas for lists e.g. Flat Stanley is clever, brave and helpful.</p> <p>Practise and apply subordination (when, if, that) and coordination (or, but)</p> <p>Extend expanded noun phrase by using 'that' or 'which'. Introduce concept of a simile to expand sentence</p> <p>Revisit and review writing in the past, present and future tense. E.g sort sentences into past, present and future tense. Apply the past tense correctly when writing their character description of Flat Stanley e.g Flat Stanley was brave when he was a kite for his brother.</p> <p>Begin to ask the reader questions during their writing eg "which book character is your favourite?"</p> <p>Introduce start sentences with adverbs</p> <p>!</p>	<p>Apply capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contracted forms and the possessive singular form to the sentences they write.</p> <p>Apply a range of subordination (when, if, that, or because) and co-ordination (or, and, but) in their writing.</p> <p>Extend expanded noun phrases using similes to create a picture in the readers minds e.g. The huge, green monster chased after the children like a tornado.</p> <p>Write coherent narratives using the correct tense for different purposes.</p> <p>Begin to ask questions throughout writing to interest the reader independently</p> <p>Start sentences in a variety of ways eg 'ed' 'ing' 'ly'. Eg: Frightened she ran to the other end of the park Eg Crying, she ran towards her friend to seek comfort from her sore knee.</p>	<p>capital letter finger space punctuation full stop question mark exclamation mark comma apostrophe conjunction past tense present tense future tense</p>
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