

## Writing Coverage Overview

Key Subject Area	Spoken Language	Writing Transcription: spelling	Writing Transcription: handwriting	Composition: Planning, writing and editing	Composition: Awareness of audience, purpose and structure
Reception	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary and use it throughout the day.</li> <li>Ask questions to find out more and check what has been said to them.</li> <li>Articulate their ideas and thoughts into well-formed sentences.</li> <li>Connect one idea to another using a range of connectives.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities and explain how things happen and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter sound correspondences using a capital letter and a full stop. To write some irregular common words.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.</p>	<p>Articulate their ideas and thoughts in well - formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter - sound correspondences using a capital letter and a full stop. Re -read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

	<ul style="list-style-type: none"> <li>· Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>· Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>· Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>· Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>				
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Year 1	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>· listen and respond appropriately to adults and their peers</li> <li>· ask relevant questions to extend their understanding and knowledge</li> <li>· use relevant strategies to build their vocabulary</li> <li>· articulate and justify answers, arguments and opinions</li> <li>· give well-structured descriptions, explanations</li> </ul>	<p><b>Pupils should be taught to spell:</b></p> <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> <li>- the days of the week.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- name the letters of the alphabet:</li> <li>- naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ol style="list-style-type: none"> <li>1) sit correctly at a table, holding a pencil comfortably and correctly</li> <li>2) begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>3) form capital letters</li> <li>4) form digits 0-9</li> <li>5) understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ol>	<p>To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>

	<p>and narratives for different purposes, including for expressing feelings</p> <ul style="list-style-type: none"> <li>· maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>· use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English</li> <li>· participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper) apply simple spelling rules and guidelines, as listed in English Appendix 1</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>		<p>To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	
Year 2	<ul style="list-style-type: none"> <li>· gain, maintain and monitor the interest of the listener(s)</li> <li>· consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>· select and use appropriate registers for effective communication.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ol style="list-style-type: none"> <li>1) spell by: <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near homophones</li> </ul> </li> </ol>	<p><b>Pupils should be taught to:</b></p> <ol style="list-style-type: none"> <li>1) form lower-case letters of the correct size relative to one another</li> <li>2) 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</li> <li>3) write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>4) use spacing between words that reflects the size of the letters</li> </ol>	<p>To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.</p>

		<p>2) add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly</p> <p>3) apply spelling rules and guidelines, listed in Appendix 1</p> <p>4) write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.</p>		and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	
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Year 3	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>· listen and respond appropriately to adults and their peers</li> <li>· ask relevant questions to extend their understanding and knowledge</li> <li>· use relevant strategies to build their vocabulary</li> <li>· articulate and justify answers, arguments and opinions</li> <li>· give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>· maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>· use spoken language to develop understanding through speculating,</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>- spell further homophones - spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>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</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ol style="list-style-type: none"> <li>1) use the horizontal and diagonal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>2) Increase the legibility, consistency and quality of their handwriting, e.g. 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.</li> </ol>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p>
Year 4	<ul style="list-style-type: none"> <li>· use spoken language to develop understanding through speculating,</li> </ul>			<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced.</p>

	<p>hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English</p> <ul style="list-style-type: none"> <li>· participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>· gain, maintain and monitor the interest of the listener(s)</li> <li>· consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>· select and use appropriate registers for effective communication.</li> </ul>			<p>around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>
Year 5	<p>attending to and building on the contributions of others</p> <ul style="list-style-type: none"> <li>· select and use appropriate registers for effective communication.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand the guidance for adding them</li> <li>- spell some words with 'silent' letters, e.g. knight, psalm, solemn</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>- use dictionaries to check the spelling and meaning of words</li> <li>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- use a thesaurus.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>1) Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task</li> </ul>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>
Year 6				<p>To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their</p>

				<p>structure text and to guide the reader (e.g. headings, bullet points, underlining).          To use a wide range of devices to build cohesion within and across paragraphs.          To habitually proofread for spelling and punctuation errors.          To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.          To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	<p>own writing (including literary language, characterisation, structure, etc.).          To distinguish between the language of speech and writing and to choose the appropriate level of formality.          To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
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