

Cavendish Close Infant and Nursery School

A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning

Subject area: English – WRITING

| End of Early Years Foundation Stage expectation | | National Curriculum End of Key Stage 1 expectation | |
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| <p>Children in the Early Years Foundation Stage will:</p> <p>ELG</p> <ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds, they also write some irregular common words, they write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are spelt phonetically plausible. <p>Exceeded</p> <ul style="list-style-type: none"> Spells phonetically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing. | | <p><u>Narrative</u></p> <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. Write stories that mimic significant authors. Write narrative diaries. <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> Write labels. Write lists. Write captions. Write instructions. Write recounts. Write glossaries. Present information. Write non-chronological reports. <p><u>Poetry</u></p> <ul style="list-style-type: none"> Write poems that use pattern, rhyme and description. Write nonsense and humorous poems and limericks. <p><u>Note:</u> Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> personal experiences real events poetry different purposes. | |
| <u>EYFS 1 (30-50 months)</u> | <u>EYFS 2 (40-60 months)</u> | <u>Year 1</u> | <u>Year 2</u> |
| <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw or paint. Ascribes meanings to marks that they see in different places. Begins to see sounds from their own name in other words. Understands sentences have a | <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Continues a rhyming string Hears and says the initial sound in words Begin to break the flow of speech | <p style="text-align: center;"><u>Composition</u></p> <p>To write with purpose</p> <ul style="list-style-type: none"> Say first and then write to tell others about ideas. Write for a variety of purposes. Plan by talking about ideas and writing notes. | <p style="text-align: center;"><u>Composition</u></p> <p>To write with purpose</p> <ul style="list-style-type: none"> Write for a wide range of purposes using the main features identified in reading. Use techniques used by authors to create characters and settings. Compose and rehearse sentences |

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| | <p>beginning and an end.</p> | <p>into words,</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together • Link sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing • Some sounds correctly and in sequence. • Write their own names and other things such as labels and captions • Attempts to write short sentences in meaningful contexts | <ul style="list-style-type: none"> • Use some of the characteristic features of the type of writing used. • Write, review and improve. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> • Write about more than one idea. • Group related information. <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. <p style="text-align: center;"><u>Transcription</u></p> <p><u>To present neatly</u></p> <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects | <p>orally.</p> <ul style="list-style-type: none"> • Plan, write, edit and improve. <p><u>To use imaginative description</u></p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. <p><u>To organise writing appropriately</u></p> <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting <p><u>To use paragraphs</u></p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • Sequence paragraphs <p><u>To use sentences appropriately</u></p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences_ • Write sentences that include: Conjunctions, adverbs, direct speech, punctuated correctly. Clause and adverbial phrases <p style="text-align: center;"><u>Transcription</u></p> <p><u>To present neatly</u></p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe |
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| | | | <p>the size of the letters.</p> <p><u>To spell correctly</u></p> <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week) • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spellings rules. • write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. <p><u>To punctuate accurately</u></p> | <p>accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</p> <ul style="list-style-type: none"> • 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. <p><u>To punctuate accurately</u></p> <p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> • 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: <p>Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</p> <ul style="list-style-type: none"> • Using and punctuating direct speech. <p><u>Analysis and presentation</u></p> <p><u>To analyse writing</u></p> <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. <p>verb, tense (past, present), adjective, noun,</p> |
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| | | | <ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, place the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form <p style="text-align: center;"><u>Analysis and presentation</u></p> <p><u>To analyse writing</u></p> <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. <p><u>To present writing</u></p> <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher • Read aloud writing with some | <p>suffix, apostrophe, comma.</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p><u>Year 3</u></p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <p><u>To present writing</u></p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. |
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