

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Year 1	
Writing – transcription	
Statutory requirements	Notes and guidance (non-statutory)
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ spell: <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ○ name the letters of the alphabet: <ul style="list-style-type: none"> ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ○ add prefixes and suffixes: <ul style="list-style-type: none"> ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un– ▪ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ○ apply simple spelling rules and guidance, as listed in English Appendix 1 ○ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.</p> <p>Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.</p> <p>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p> <p>Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.</p>
Statutory requirements	
<p>The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> ○ all letters of the alphabet and the sounds which they most commonly represent ○ consonant digraphs which have been taught and the sounds which they represent ○ vowel digraphs which have been taught and the sounds which they represent ○ the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds ○ words with adjacent consonants ○ guidance and rules which have been taught 	

Handwriting	
Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ sit correctly at a table, holding a pencil comfortably and correctly ○ begin to form lower-case letters in the correct direction, starting and finishing in the right place ○ form capital letters ○ form digits 0-9 ○ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
Writing – composition	
Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ write sentences by: <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ○ discuss what they have written with the teacher or other pupils ○ read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.</p> <p>Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>

Year 2	
Writing - transcription	
Statutory requirements	Notes and guidance (non-statutory)
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ spell by: <ul style="list-style-type: none"> ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ 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 ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for 	<p>In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllabic words.</p> <p>At this stage children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</p> <p>Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word</p>

<p>example, the girl's book]</p> <ul style="list-style-type: none"> ▪ distinguishing between homophones and near-homophones ○ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ○ apply spelling rules and guidance, as listed in English Appendix 1 ○ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>and spelling structure, as well as their knowledge of root words.</p>
---	--

Handwriting

Statutory requirements

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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 unjoined
- write 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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Writing – composition

Statutory requirements

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense

Notes and guidance (non-statutory)

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

<p>and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ○ read aloud what they have written with appropriate intonation to make the meaning clear. 	
---	--

Year 3 and Year 4

Writing – transcription

Statutory requirements	Notes and guidance (non-statutory)
<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ use further prefixes and suffixes and understand how to add them (English Appendix 1) ○ spell further homophones ○ spell words that are often misspelt (English Appendix 1) ○ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ○ 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>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p>

Handwriting

Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <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 ○ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>

Writing – composition	
Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ plan their writing by: <ul style="list-style-type: none"> ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ○ draft and write by: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ○ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ○ proof-read for spelling and punctuation errors ○ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.</p> <p>Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>

Year 5 and Year 6	
Writing - transcription	
Spelling	
Statutory requirements	Notes and guidance (non-statutory)
<p>see <u>English Appendix 1</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ use further prefixes and suffixes and understand the guidance for adding them ○ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ○ continue to 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, as listed in English Appendix 1 ○ use dictionaries to check the spelling and meaning of words ○ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ○ use a thesaurus. 	<p>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</p>
Handwriting	
Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ choosing the writing implement that is best suited for a task. 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p>
Writing – composition	
Statutory requirements	Notes and guidance (non-statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ plan their writing by: <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have 	<p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</p>

read, listened to or seen performed

- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.