



**Samuel Barlow**  
Primary Academy

# Writing Curriculum

## Overview

We follow a Mastery approach to English through the programme '*Pathways to Write.*' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the *Pathways to Write* approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.



## Overview of objectives: Writing – EYFS

Give meaning to the marks they draw, write and paint
Begin to break the flow of speech into words
Continue a rhyming string
Hear and say the initial sounds in words
Segment the sounds in simple words and blend them together
Link sounds to letters, naming and sounding the letters of the alphabet
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
Write own name and other things such as labels, captions
Attempt to write short sentences in meaningful contexts
Use phonic knowledge to write words in way which match their spoken sounds
Spell some common irregular words
Write simple sentences which can be read by themselves and others
Write phonetically plausible words

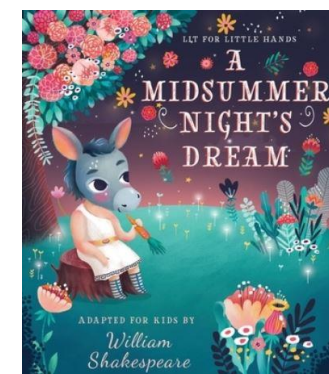
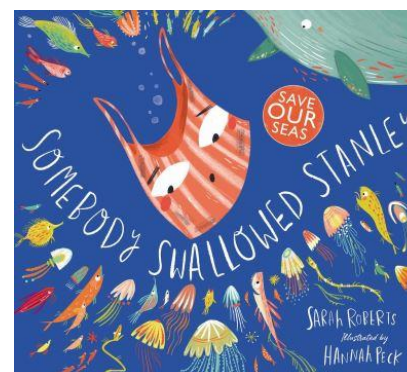
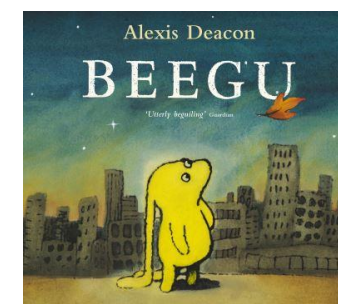
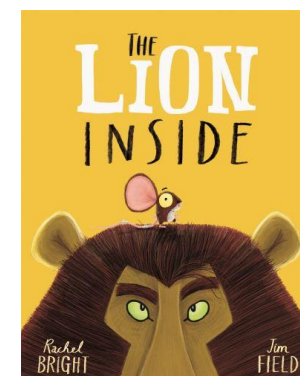
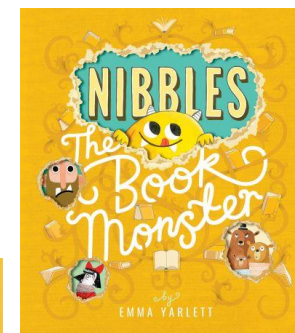
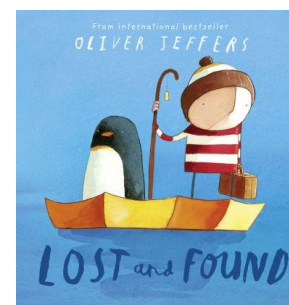
## Overview of objectives: Phonics development – EYFS

Write CVC words
Apply taught digraphs into writing
Apply taught trigraphs into writing
Write words with adjacent consonants
Use key features of narrative in own writing (EXC)
Have an awareness of a capital letter and full stop when writing a simple sentence

## Overview of objectives: Writing – Year 1

Use plural noun suffixes -s and -es
Add suffixes to verbs where no change is needed to the root
Change the meaning of verbs and adjectives by adding the prefix un-
Combine words to make sentences
Leave spaces between words
Join words and clauses using <i>and</i>
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Use a capital letter for names of people, places, the days of the week and the personal pronoun <i>I</i>
Use simple description
Spell words containing phonemes already taught
Spell common exception words
Make phonically plausible attempts to spell words that have not yet been learnt

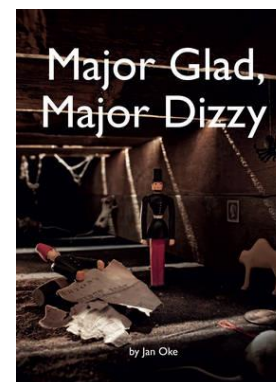
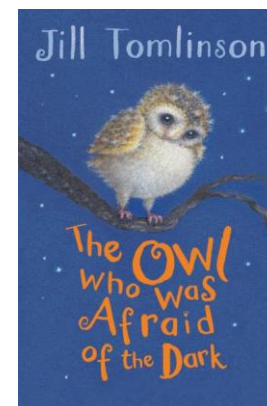
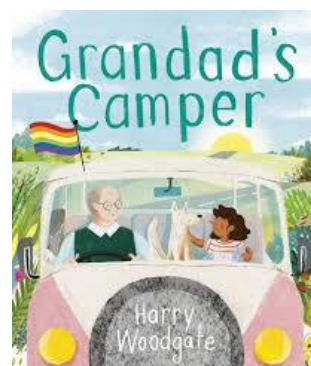
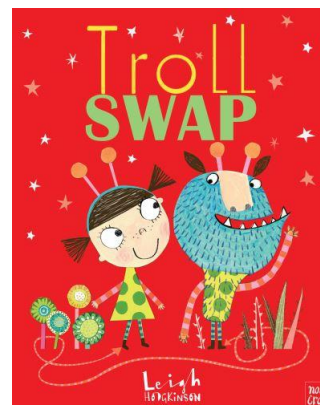
Say out loud what is going to be written about
Compose a sentence orally before writing it
Sequence sentences to form short narratives
Re-read what they have written to check that it makes sense
Discuss what has been written with the teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher



## Overview of objectives: Writing – Year 2

Form nouns and adjectives using suffixes
Ad -er and -est to adjectives
Add -ly to turn adjectives into adverbs
Use punctuation correctly: full stops, capital letters, exclamation marks, question marks
Use punctuation correctly: commas for lists
Use punctuation correctly: apostrophes for contracted forms
Use punctuation correctly: apostrophes for the possessive (singular)
Write sentences with different forms: statement, questions, exclamation, command
Use expanded noun phrases to describe and specify
Use present and past tenses correctly and consistently
Use the progressive form of verbs in the present and past tense
Use sub-ordination (using when, if, that or because)
Use co-ordination (using or, and so, but)
Use homophones and near homophones

Write narratives about personal experiences and those of others (real or fictional)
Write about real events
Write poetry
Write for different purposes
Plan or say aloud what is going to be written about
Write down ideas, key words, new vocabulary
Encapsulate what is to be written, sentence by sentence
Make simple additions, revisions and corrections
Evaluate writing with the teacher and other pupils
Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
Proof-read to check for errors in spelling, grammar and punctuation
Read aloud with intonation

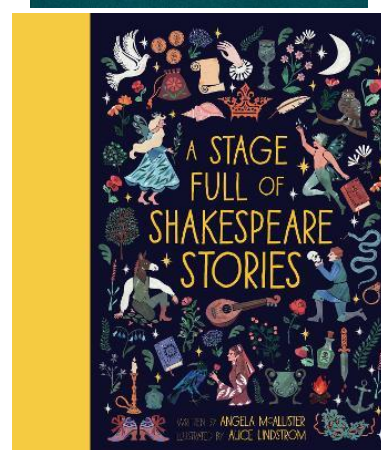
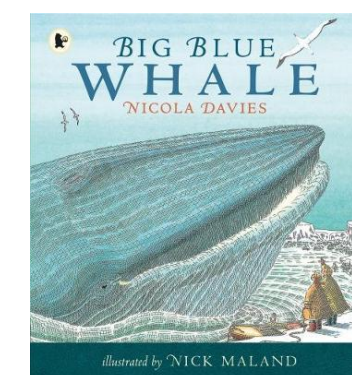
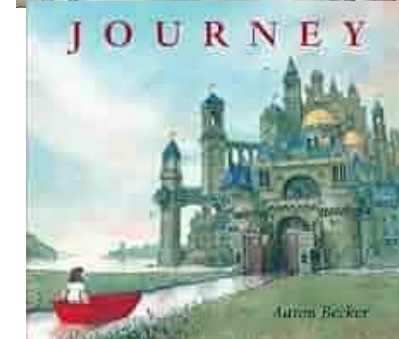
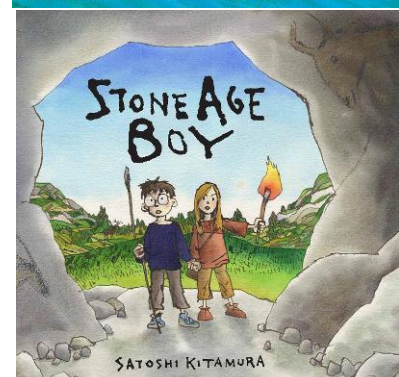
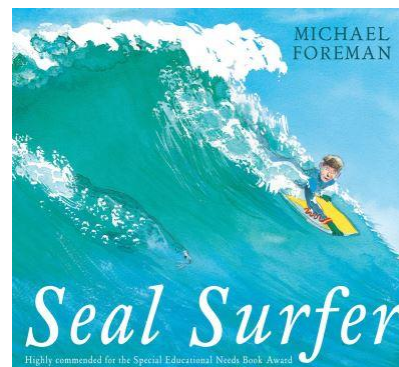




## Overview of objectives: Writing – Year 3

Use adverbs to express time, place and cause
Use prepositions to express time, place and cause
Use conjunctions to express time, place and cause (when, before, after, while, so because)
Use inverted commas to punctuate direct speech
Group related ideas into paragraphs
Use the present perfect form of verbs in contrast to the past tense
Build an increasing range of sentence structures
Form nouns with a range of prefixes
Use a or an according to whether the next word begins with a vowel or consonant
Build a varied and rich vocabulary
In narratives, create settings, characters and plot
In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Assess the effectiveness of own and others' writing
Propose changes to grammar and vocabulary to improve consistency
Proof-read for spelling and punctuation errors
Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

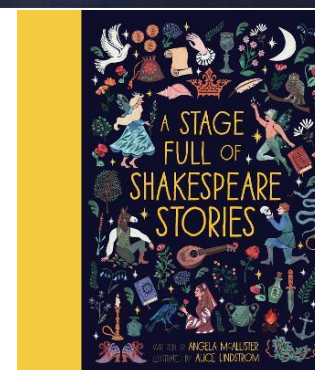
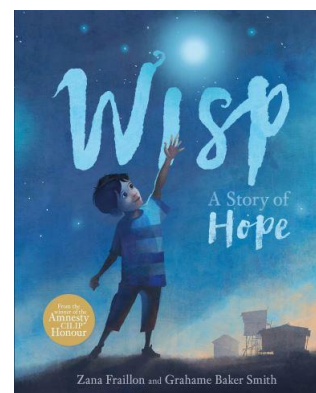
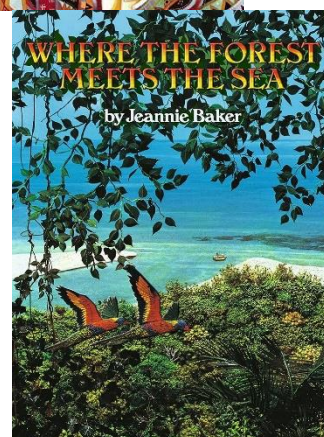
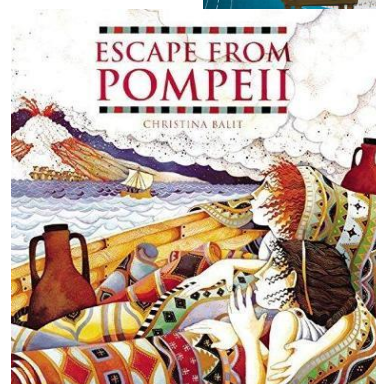
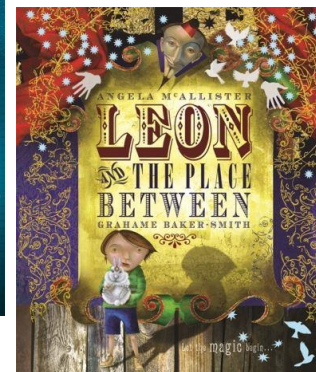
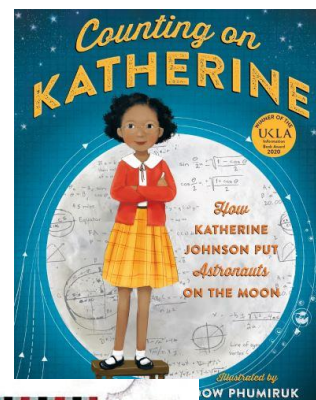


Year 3/4 cycle A

## Overview of objectives: Writing – Year 4

Recognise the grammatical difference between plural and possessive 's'
Use Standard English forms for verb inflections
Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases
Use fronted adverbials
Use commas after fronted adverbials
Indicate possession by using the possessive apostrophe with plural nouns
Use inverted commas and other punctuation to punctuate direct speech
Organise paragraphs around a theme
Build a varied and rich vocabulary
Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

Plan writing by discussing the structure, vocab and grammar of similar writing
Discuss and record ideas
Compose and rehearse sentences orally
Build an increasing range of sentence structures
In narratives, create settings, characters and plot
In non-narrative material, use simple organisational devices
Assess the effectiveness of own and others' writing
Propose 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 own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

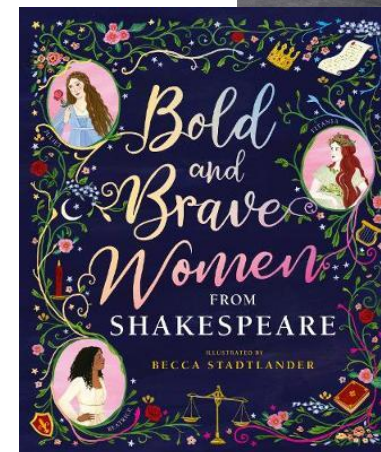
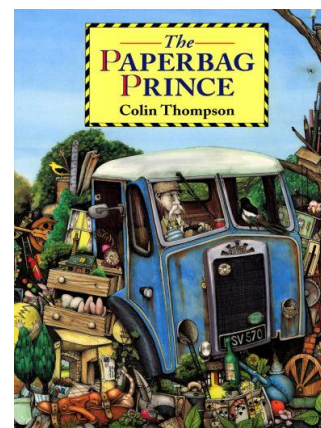
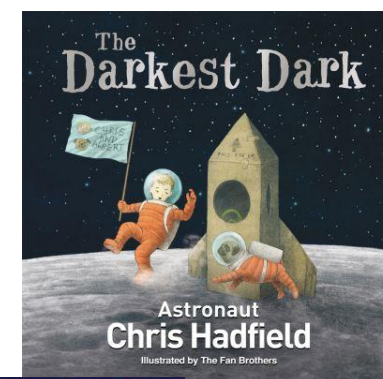
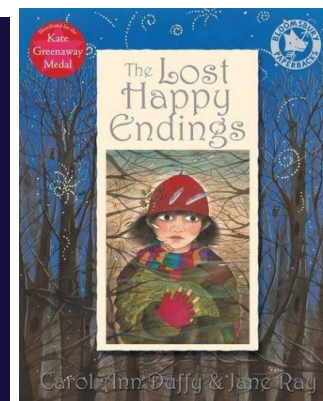
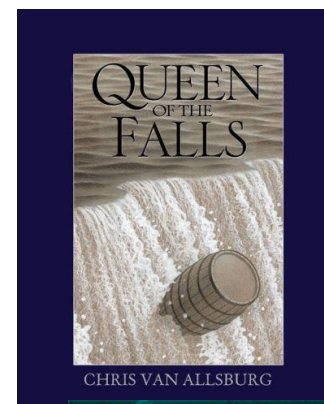




## Overview of objectives: Writing – Year 5

Use expanded noun phrases to convey complicated information concisely
Use modal verbs or adverbs to indicate degrees of possibility
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
Use devices to build cohesion within a paragraph
Link ideas across paragraphs using adverbials of time, place and number
Link ideas using tense choices
Use commas to clarify meaning or avoid ambiguity in writing
Use brackets, dashes or commas to indicate parenthesis
Variety of verb forms used correctly and consistently including the present perfect form
Use commas after fronted adverbials (Y4)
Organise paragraphs around a theme (Y4)
Use inverted commas and other punctuation to punctuate direct speech (Y4)
Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research
Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere
Précis longer passages
Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use consistent and correct tense
Distinguish between the language of speech and writing
Choose the appropriate register
Proof-read for spelling and punctuation errors
Perform own compositions using appropriate intonation, volume and movement





## Overview of objectives: Writing – Year 6

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Use passive verbs
Use the perfect form of verbs
Use expanded noun phrases to convey complicated information concisely
Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
Use hyphens to avoid ambiguity
Use semi-colons, colons or dashes to mark boundaries between independent clauses
Use a colon to introduce a list and use of semi-colons within lists
Punctuate bullet points consistently
Link ideas across paragraphs using a wide range of cohesive devices (Y5)
Use modal verbs or adverbs to indicate degrees of possibility (Y5)
Use brackets, dashes or commas to indicate parenthesis (Y5)
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research
Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere
Précis longer passages
Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
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