

# Woodside Junior School

## Primary Curriculum



Key Stage 2 English - Writing	Subject Overview			
<p><b>Aims</b></p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>				
	Year 3	Year 4	Year 5	Year 6
<p><b>Writing - Spelling</b></p>	<p>Use further prefixes and suffixes and understand how to add them (see English appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (see English appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>For more detail see Twinkl Overview for Year 3 and Year 4</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>For more detail see Twinkl Spelling Overview for Year 5 and Year 6</p>	

<p><b>Handwriting</b></p>	<p>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.</p> <p>Begin to use a joined handwriting style throughout their independent writing.</p> <p>Children become more fluent through handwriting practice.</p> <p>Handwriting should continue to be taught, with the aim of increasing the fluency with which children are able to write down what they want to say.</p>	<p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p>Use a fluent joined up style throughout all writing.</p> <p>Handwriting is fluent in all writing, including longer pieces.</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.</p> <p>Children should continue to practice 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.</p>	<p>Children 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>
<p><b>Writing - Composition</b></p>	<p>Plan writing by discussing writing similar to what they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas collectively or in small groups. When planning independently support is given through planning templates.</p> <p>Compose and rehearse sentences orally (including dialogue) and build in a range of sentence structures.</p> <p>Begin to organise paragraphs around a theme in narratives</p> <p>Begin to write using different settings, characters and plot that link to text being read.</p>	<p>Plan writing by discussing, analysing and annotating writing similar to what they are planning to write in order to understand, learn from and use the structure, vocabulary and grammar.</p> <p>Discuss and record ideas in pairs or independently using planning templates.</p> <p>Compose sentences orally and on whiteboards whilst progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Use paragraphs to organise writing in all subjects.</p> <p>Continue to write using different settings, characters and plot that link to text being read.</p>	<p>Plan writing by identifying the audience for and purpose of the writing.</p> <p>Note down and develop initial ideas, drawing on texts read and research where necessary.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Begin to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>In narrative consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>	<p>Plan writing by identifying the audience, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Note down and develop initial ideas, drawing on texts read and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Précising longer paragraphs.</p> <p>In narrative consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Use these devices in own writing.</p>

	<p>In non-narrative material, use simple organisational devices e.g. headings</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing against given criteria and suggesting improvements.</p> <p>Begin to suggest improvements in vocabulary and grammar to improve consistency.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a partner or small group, begin to control the tone and volume so that the meaning is conveyed.</p>	<p>In non-narrative material, use simple organisational devices to structure work using e.g. headings and subheadings.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing against given criteria and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling, grammar and punctuation errors.</p> <p>Read aloud their own writing, to a group or whole class, use appropriate intonation and control the tone and volume so that the meaning is conveyed.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose 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.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform own compositions; begin to use appropriate intonation, volume, and movement so that meaning is conveyed.</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Propose 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.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Participate effectively in discussions and debates.</p>
<p><b>Writing - vocabulary, grammar and punctuation</b></p>	<p><b>Terminology to be taught:</b> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').</p> <p>Form nouns using a range of prefixes [for example super anti-, auto-]</p> <p>Use the correct form 'a or an' according to whether the next word begins with a consonant or a vowel.</p> <p>Understand how words in word families based on common words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p><b>Terminology to be taught:</b> determiner pronoun, possessive pronoun, adverbial.</p> <p>Understand the grammatical difference between plural and possessive –s.</p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>Use expanded noun phrases by modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Expand sentences with more than one clause by using a wider range of</p>	<p><b>Terminology to be taught:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify].</p> <p>Use correct verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].</p>	<p><b>Terminology to be taught:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p> <p>Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p>

	<p>Expand sentences with more than one clause by using conjunctions such as before, after, so, because.</p> <p>Use adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] in writing.</p> <p>Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</p> <p>Begin to use inverted commas to punctuate direct speech.</p> <p>Begin to use conjunctions, Adverbs and prepositions to express time and cause.</p>	<p>conjunctions such as if, although, when, while.</p> <p>Use fronted adverbials, with a comma after the phrase [for example, Later that day, I heard the bad news.]</p> <p>Chose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"].</p> <p>Use apostrophes to mark plural possession [for example, the girl's name, the girls' names].</p> <p>Use a wider range of conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use the perfect form of verbs to mark the relationships of time and cause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>	<p>Understand how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Use passive verbs to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Correctly use semi-colons, colons and dashes to mark the boundary between independent clauses [for example, It's raining; I'm fed up].</p> <p>Correctly use colons to introduce a list and semi-colons within lists.</p> <p>Use bullet points to list information.</p> <p>Understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
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