

# STEPPING STONES ENGLISH – WRITING CURRICULUM



## LEARNING STATEMENTS

English is a core subject; to ensure the children make good progress, they need to be able to learn and apply the key concepts and skills relevant to their attainment level – the children must be secure in the skills within this level before they are progressed to deeper knowledge to avoid creating gaps in their learning. To ensure exposure to the English curriculum, phonics displays relevant to the children’s levels need to be on display, as well as devices to help them to achieve the key skills. This could include - *high frequency words, common exceptions words, phonic sound mats, HFW mats, conjunctions and any SPaG or VCOP visuals* relevant to the key skills. Key vocabulary and language MUST be displayed and referred to daily; previous vocabulary must be recapped regularly and kept as part of the class’ working wall display.

**“HEALTH WARNING” – it is understood that if an objective is being covered and previous steps/ key learning statements are not mentioned in the attached document and are required in order for a pupil to make the appropriate progress – PLEASE use your professional discretion and seek the appropriate teaching steps within the LAPS document.**

	Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<b>Year 1</b> (or children working in the Y1 curriculum)	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> <li>Separate words with spaces.</li> <li>Use punctuation to demarcate simple sentences (capital letters and full stops).</li> <li>Use capital letters for names of people, places and days of the week.</li> <li>Use capital letter for the personal pronoun <i>I</i>.</li> <li>Use the joining word <i>and</i> to link words and clauses.</li> <li>To use adjectives that have been modelled or chosen independently.</li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and compose every sentence before writing and rehearse ideas.</li> <li>Sequence ideas and events in narrative and non fiction.</li> <li>Compose and sequence their own sentences to write short narratives and non-fiction texts, <i>e.g. recounts, information texts, instructions.</i></li> <li>Discuss their writing with adults and peers.</li> <li>Read aloud their writing audibly to adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words using the 40+ phonemes that are already taught.</li> <li>Spell common exception words, noting tricky parts (see Year 1 list).</li> <li>To secure up to phase 5 phonics.</li> </ul>	<ul style="list-style-type: none"> <li>To hold a pencil with an effective grip.</li> <li>To form upper, lower case letters correctly and numerals 0-9.</li> <li>To form clear ascenders and descenders.</li> </ul>
<b>Year 2</b> (or children working in the Y2 curriculum)	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so, because</i> and <i>or</i>.</li> <li>Write sentences in different forms: <i>statement, question, command and explanation.</i></li> <li>Secure the use of full stops, capital letters, exclamation marks and question marks.</li> <li>Select, generate and effectively use verbs.</li> <li>Select, generate and effectively use adjectives.</li> <li>Select, generate and effectively use nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about <i>e.g. story mapping, collecting new words and ideas.</i></li> <li>Orally rehearse each sentence prior to writing.</li> <li>Evaluate their writing with adults.</li> <li>Proofread for errors in spelling, grammar or punctuation.</li> <li>Read aloud their writing with intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>Spell common exception words (see Year 2 list).</li> <li>Spell words with contracted forms <i>e.g. I’ll, can’t, hasn’t, couldn’t.</i></li> <li>To distinguish and spell some homophones <i>e.g. here and hear, sea and see.</i></li> <li>Consolidate Phase 5 phonics and apply in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower case letters in the correct size relative to one another.</li> <li>Orientate capital letters correctly.</li> <li>Use capital letters appropriately <i>e.g. not writing a capital A or using capitals within words.</i></li> <li>Use spacing that reflects the size of the letters.</li> </ul>
<b>Year 3</b> (or children working in the Y3 curriculum)	<ul style="list-style-type: none"> <li>Explore and Identify clauses in subordinate and complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions <i>e.g. when, if, because, although, while, since, until, before, after, so.</i></li> <li>Select, generate and effectively use adverbs <i>e.g. suddenly, silently, soon, next, eventually.</i></li> <li>Use inverted commas to punctuate direct speech.</li> <li>Use perfect form of verbs using have and has to indicate a completed action <i>e.g. he has gone out to play</i> instead of <i>he went out to play.</i></li> <li>To use ‘a’ or ‘an’ correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Discuss and record ideas for planning using a range of formats, <i>e.g. chunking a plot, story maps, flow charts, boxing up.</i></li> <li>Create and develop ideas for plots, narrative and character.</li> <li>Generate and select vocabulary from word banks.</li> <li>Group related material into paragraphs.</li> <li>Proofread and check for errors and improve writing after evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes <i>dis, mis, re</i> and suffixes <i>ly</i> and <i>ous</i> and understand how to add them to root words.</li> <li>Spell homophones and near homophones.</li> <li>Spell words from the Year 3 statutory list.</li> </ul>	<ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly.</li> </ul>
<b>Year 4</b> (or children working in the Y4 curriculum)	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters <i>e.g. Silently trudging through the snow...</i></li> <li>Use commas to mark clauses in complex sentences.</li> <li>To use a range of punctuation from previous year groups.</li> <li>Create sentences with fronted adverbials for when and where.]</li> </ul>	<ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Discuss and record ideas for planning using a range of formats, <i>e.g. chunking a plot, story maps, flow charts, boxing up, storyboard, text map, non-fiction bridge.</i></li> </ul>	<ul style="list-style-type: none"> <li>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes <i>e.g. pollen = pollinate.</i></li> <li>Write from memory simple sentences dictated by the teacher that include words and punctuation so far.</li> <li>Spell words from the Year 4 statutory list.</li> </ul>	<ul style="list-style-type: none"> <li>Use a joined style throughout their independent writing.</li> <li>Write with consistency in size and proportion of letters.</li> </ul>

	<ul style="list-style-type: none"> <li>Use nouns for precision e.g. <i>burglar</i> rather than <i>the man</i>, <i>bungalow</i> rather than <i>the house</i>.</li> <li>Explore, identify and select noun phrases, e.g. <i>the crumbly cookie with the gooey marshmallow pieces</i>.</li> <li>Explore, identify and use standard English for writing eg. <i>We were</i> instead of <i>we was</i>.</li> <li>Use apostrophes for singular and plural possession e.g. <i>the dog's bones</i> and <i>the dogs' bone</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and write an opening paragraph that combines setting and character(s).</li> <li>To write a narrative with a clear beginning, middle and end.</li> <li>Generate and select vocabulary from word or vocabulary banks.</li> <li>Use different sentence structures.</li> <li>Use organisational devices in non-fiction writing e.g. <i>captions, text boxes, lists, diagrams</i>.</li> <li>Link ideas across paragraphs.</li> <li>Proofread and check for errors and improve writing after evaluation.</li> </ul>		
<b>Year 5</b> (or children working in the Y5 curriculum)	<ul style="list-style-type: none"> <li>Create complex sentences using relative clauses with relative pronouns: <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first the jump in the river</i>.</li> <li>Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead</i>.</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers, e.g. <i>later, nearby, secondly</i>.</li> <li>Use commas to avoid ambiguity, e.g. <i>Let's eat Grandma and Grandma</i>.</li> <li>To use a range of punctuation from previous year groups.</li> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.</li> <li>Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.</li> <li>Collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i></li> <li>Collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, probably</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate language and writing structure e.g. recount, letter, information writing.</li> <li>Plan and develop ideas.</li> <li>Use different sentence structures.</li> <li>Link ideas across paragraphs.</li> <li>Proofread and check for errors and improve writing after evaluation.</li> <li>Suggest changes to vocab, grammar and punctuation to enhance work.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words not taught yet by using what they have learnt about how spelling works in English.</li> <li>Use a dictionary and thesaurus.</li> <li>Spell words from the Year 5 list.</li> </ul>	<ul style="list-style-type: none"> <li>Write fluently using a joined style as appropriate for independent writing.</li> <li>Choose when it is appropriate to print (lower case or upper case) rather than use a join e.g. <i>printing for labelling a scientific diagram or filling in a form</i>.</li> </ul>
<b>Year 6</b> (or children working in the Y6 curriculum)	<ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally</i>.</li> <li>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then</i>.</li> <li>To use a range of punctuation from previous year groups.</li> <li>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out, discover, ask for, request</i>.</li> <li>Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate text-form and type for all writing.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Use a range of planning approaches e.g. storyboard, story mountain, discussion groups, post-it-notes, ICT story planning.</li> <li>Select appropriate vocabulary and language effects appropriate to task, audience and purpose.</li> <li>To use tenses consistently in writing.</li> <li>Blend action, dialogue and description within sentences.</li> <li>Select and use a range of organisational devices to structure texts e.g. <i>headings, sub-headings, columns, bullet points, tables</i>.</li> <li>Proofread for spelling, grammar and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>Be secure with spelling rules previously taught.</li> <li>Use a different strategies in order to spell correctly.</li> <li>Develop self-checking and proof-checking strategies including using a dictionary and thesaurus.</li> <li>Spell words from Year 6 list.</li> </ul>	<ul style="list-style-type: none"> <li>Write using a joined style with increased speed.</li> <li>Choose the writing implement that is best suited for task.</li> </ul>