



The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13



English Writing Curriculum Document

<p>INTENT</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 language, 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"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate 	
<p>Phonics/ Spelling</p>	<p style="text-align: center;">Year 1</p> <p>Spell: Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet: Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un– Use –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</p>	<p style="text-align: center;">Year 2</p> <p>Spell by: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn 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 Learn to spell common exception words Learn to spell more words with contracted forms Learn the possessive apostrophe (singular) [for example, the girl's book] Distinguish 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>

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Grammar, Vocabulary and Punctuation	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Leave spaces between words</p> <p>Join words and joining clauses using and</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammar for year 1 in English Appendix 2</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>The grammar for year 2 in English Appendix 2</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>
Composition	<p>Write sentences by:</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Making simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>

		Read aloud what they have written with appropriate intonation to make the meaning
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Write, using a joined style, with increasing speed.</p> <p>Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters .</p>