

Writing Curriculum Map

Early Years Foundation Stage	
Early Learning Goal	<p>Phonics and Spelling Rules</p> <p>I can use my phonic knowledge to write words in ways which match their spoken sounds. I can write some irregular common words.</p>
	<p>Transcription Handwriting</p> <p>I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Literacy I can write recognisable letters, most of which are correctly formed.</p>
	<p>Communication</p> <p>I can participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
	<p>Sentence construction and tense</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher</p>
	<p>Phrases and clauses</p> <p>I can express ideas and feelings about experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher</p>
	<p>Being Imaginative and Expressive</p> <p>I can make use of props and materials when role playing characters in narratives and stories. I can invent, adapt and recount narratives and stories with their peers and their teacher. I can perform songs, rhymes, poems and stories with others.</p>
	<p>Literacy Comprehension</p> <p>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence construction	<p>I can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>I can, after discussion with the teacher, write sentences about real events.</p>	<p>I can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others.</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can use sentences with different forms when required: statements, questions, exclamations and commands</p>	<p>I can use ideas from texts to plan and write showing understanding of purpose and audience.</p> <p>I can make ambitious word choices.</p> <p>I can begin to create settings, characters and plot in narratives.</p> <p>I can ensure variation of sentence structure through use of sentences with more than one clause.</p>	<p>I can write effectively for a range of purposes.</p> <p>I can ensure features of text type or genre are appropriate for task e.g. layout, verb form and formality.</p> <p>I can describe settings and characters.</p>	<p>I can describe settings, characters and atmosphere to consciously engage the reader.</p> <p>I can integrate dialogue in narratives to convey character and/or advance action.</p> <p>I can sometimes use adverbs, preposition phrases and expanded noun phrases to effectively add detail, qualification and precision.</p> <p>I can show variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).</p> <p>I can use features of text type/genre mainly appropriate (layout, verb form, formality)</p>	<p>I can describe settings, characters and atmosphere to consciously engage the reader.</p> <p>I can select language that shows good awareness of reader.</p> <p>I can select forms of language as appropriate to text type.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>I can select vocab & grammar to reflect what the writing requires (contracted forms in dialogue; passive verbs to affect how info is presented; modal verbs for possibility)</p>

					I can use complex structures, including relative clauses, with sentence structures varied throughout the text.	
Writing for purpose and audience	I can use some features of different text types. (May not be consistent) I can, through discussion with the teacher, recognise that writing has many purposes and begin to identify what these are	After discussion with the teacher, I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	After discussion with the teacher, I can write for different purposes. I can use features of writing which are mainly appropriate to the selected task. In narratives, I can describe settings and characters. In narratives, some appropriate use of speech to convey character.	I can use a consistent and appropriate structure including genre-specific layout devices. I can use some use of dialogue to convey character. I can consistently organise work into paragraphs.	I can write for a range of purposes and audiences. I can select and use organisational and presentational devices that are relevant to the text type.	I can write effectively for a range of purposes & audiences selecting language showing good awareness of reader (1st person in diary; direct address in instructions & personal writing.) I can begin to exercise an assured control over levels of formality. I can select appropriate structure and vocabulary for genre.
Cohesion within sentences and across paragraphs.	I can use co-ordinating conjunction 'and' to join some main clauses	I can use co-ordination (e.g. or/and/but) to join clauses. I can use some subordination (e.g. when/if/that/because) to join clauses	I can use some conjunctions, adverbs and prepositions to express time and cause. I can use some subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if).	I can use a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause. I can use fronted adverbials and pronouns referencing to link within and between paragraphs.	I can use some cohesive devices including use of pronouns. I can use a wider range of conjunctions (subordinating and co-ordinating) to join sentences with more than one clause. I can use adverbials, (time,place,number) within and across	I can use a range of devices to build cohesion: conjunctions (Subordinating and co-ordinating), adverbials of time & place, pronouns, ellipsis & synonyms

				I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	sentences and paragraphs.	
Tense	I can use present and past tense mainly correctly and consistently	I can use present and past tense mostly correctly and consistently I can use some features of written standard English Use the progressive form mostly correctly	I can use tense choices mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	I can use different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs).	I can use verb forms accurately and appropriate tense choice maintained, including use of modal verbs.	I can use verb tenses consistently and correctly throughout writing.
Punctuation	I can demarcate some sentences in writing with capital letters and full stops I can use capital names for people, places, days of the week and personal pronoun I I can correctly use some question and exclamation marks when required.	I can demarcate most sentences in writing with capital letters. I can use question marks correctly when required I can use exclamation marks correctly when required I can use commas in a list. I can use apostrophes for contracted and possessive forms	I can use capital letters and full stops consistently used accurately. Commas used correctly in lists. I can use Some correct use of inverted commas. I can use apostrophes for singular possession that are used mostly correctly.	I can use capital letters consistently used accurately. (Correct sentence boundary demarcation). I can use full stops consistently used accurately. (Correct sentence boundary demarcation). I can use question marks consistently and accurately. (Correct sentence boundary demarcation.)	I can use the range of punctuation taught in lower KS2 mostly correctly. I can show some correct use of punctuation for parenthesis. I can use apostrophes for singular and plural possession mostly correctly I can use inverted commas used mostly correctly	I can use the range of punctuation taught in KS2 mostly correctly: Bullet points correctly. Apostrophes for singular and plural possession used mostly correctly Inverted commas Commas after fronted adverbials Commas (clarify meaning and marking phrases and clauses). Mostly correct punctuation of parenthesis using brackets dashes or commas Use colons Use of semi colons Use of hyphens

				<p>I can use exclamation marks consistently and accurately. (Correct sentence boundary demarcation.)</p> <p>I can use inverted commas mainly correctly.</p> <p>I can use commas used to mark fronted adverbials – mainly correctly. I can use apostrophes for singular and plural possession mainly correctly.</p>	<p>I can use commas after fronted adverbials</p> <p>I can use commas (to clarify meaning and for marking phrases and clauses).</p>	
Vocabulary	I can use basic descriptive language		<p>I can sometime use expanded noun phrases to describe adding relevant and meaningful detail.</p> <p>I can sometimes use adjectives being for precision, clarity and impact.</p>	I can use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.	I can use expanded noun phrases, adverbs & adjectives for precision, clarity and impact.	<p>I can use expanded noun phrases, adverbs & adjectives for precision, clarity and impact.</p> <p>I can make precise word choices for impact or clarity.</p>
Spelling	I can spell many Y1 common exception words and some Y2 common exception words	I can spell many common exception words. Segment spoken words into phonemes and represent these by	I can use 'a' or 'an' correctly most of the time.	<p>I can use 'a' or 'an' correctly most of the time.</p> <p>I can spell many Y3/4 words correctly</p>	I can spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of	I can spell correctly most words from the Y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious words.

	<p>I can segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling correctly and making phonically-plausible attempts at others.</p> <p>I can add Y1 taught suffixes to spell most words correctly in writing</p>	<p>graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. I can use coordinating conjunctions I can Use some subordinating conjunctions.</p> <p>I can use some subordinating and coordinating conjunctions to extend ideas or add further detail.</p> <p>I can Use sentences with different forms: statement, command, exclamation, command.</p> <p>I can Spell many Y2 words correctly</p>	<p>I can spell many words correctly* (year 3/4).</p>		<p>uncommon or more ambitious words.</p> <p>I can use variety of verb forms correctly including present continuous and past continuous.</p> <p>I can use commas consistently to clarify meaning I can Use brackets, dashes or commas for parenthesis.</p> <p>I can use a range of adverbs and modal verbs.</p> <p>I can use a range of adverbials to link ideas within sentences and between paragraphs.</p> <p>I can use relative clauses with a relative pronoun with confidence.</p> <p>I can spell many Y5/6 words correctly</p>	<p>I can use verb tenses consistently and correctly including subjunctive form and passive forms.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use synonyms to aid cohesion or give clarity.</p>
<p>Handwriting</p>	<p>I can form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>I can form capital letters and digits of the correct size, orientation and relationship to each other and to lower-case letters.</p>	<p>I can form letters that are consistent in size and proportion with both letters and words evenly spaced.</p>	<p>I can write letters that are consistent in size and proportion with both letters and</p>	<p>I can maintain legibility in joined handwriting when writing at speed through choosing</p>	<p>I can maintain legibility in joined handwriting when writing at speed.</p>

	I can form lower-case letters of the correct size relative to one another in some writing, I can use spacing between words that mainly reflects the size of the letters	I can use spacing between words that reflects the size of the letters	I can ensure letters are joined using diagonal and horizontal strokes where appropriate	words evenly spaced. I can write letters that are joined using diagonal and horizontal strokes where appropriate.	whether or not to join specific letters. I can write letters are consistent in size and proportion with both letters and words evenly spaced.	
Editing and redrafting	I can re-read writing to check it makes sense. I can begin to make suggested changes to writing.	I can re-read what has been written to check that it makes sense I can begin to make simple additions, revisions and proof-read corrections in own writing.	I can proof read for spelling and punctuation errors. I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. I can proof read my own and others' work for errors and make improvements.	I can proofread for spelling and punctuation errors. I can proof read and amend my own and others' writing with growing confidence.	I can propose changes to vocab, grammar and punctuation to enhance effects & clarify meaning	I can propose changes to vocab, grammar and punctuation to enhance effects & clarify meaning I can proof read my work to precise longer passages by removing unnecessary details.

<p>Poetry</p>	<p>I can read, write and perform simple rhyming poems.</p>	<p>I can read, write and perform free verse. Read words accurately and fluently at age level.</p>	<p>I can read, write and perform free verse. I can read words accurately and fluently at age level.</p>	<p>I can recite some poems by heart. Read and respond then experiment with own writing and movement.</p>	<p>I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>I can perform my own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>I can recite some poems by heart.</p>
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