

## English Curriculum Map – Writing

At Eastfield Infant and Nursery School we want to make writing fun and engaging whilst equipping all children with an essential tool for life.

It is our intention to immerse children in quality texts in order to instil a love of literature, increase their vocabulary and therefore create the confidence for them to explore their imagination in order to create purposeful pieces of writing.

By the end of Foundation Stage	By the end of Year 1	By the end of Year 2
<b>Composition (plan)</b>		
<ul style="list-style-type: none"> <li>• Be encouraged to verbally rehearse their writing before beginning.</li> </ul>	<ul style="list-style-type: none"> <li>• To use ideas from reading in a narrative</li> <li>• To say out loud what they are going to write about</li> <li>• To say a sentence before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• To use a shared text as a model for writing</li> <li>• To plan or say out loud what they are going to write about, including writing based on personal experiences</li> <li>• To write down ideas, and/or key words, including new vocabulary</li> <li>• To encapsulate what they want to say, sentence by sentence</li> </ul>
<b>Composition (draft and write)</b>		
<ul style="list-style-type: none"> <li>• To use story maps to help them plan their writing sequence.</li> <li>• To act out and retell key texts using Talk for Writing type actions to verbally rehearse</li> <li>• To listen to and discuss a wide range of books and genres.</li> </ul>	<ul style="list-style-type: none"> <li>• To sequence sentences to form short narratives</li> <li>• To use and continue a repeating pattern from a model <b>e.g. run, run, as fast as you can</b></li> <li>• To include some story language and patterns following models <b>e.g. one day, suddenly...</b></li> <li>• To re-tell/imitate familiar stories <b>e.g. include main events, characters and where the events take place</b></li> </ul>	<ul style="list-style-type: none"> <li>• To write own narratives with a sequence of events</li> <li>• To include story language and patterns <b>e.g. Tom clambered up the steep steps after the Giant ...higher, and higher, and higher, and higher ... until they came to a giant door</b></li> <li>• To re-tell/imitate/adapt familiar stories with events in sequence include some dialogue <b>e.g. include main events in sequence; focus on who is in the event;</b></li> </ul>

<ul style="list-style-type: none"> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>• They also write some irregular common words.</li> <li>• They write simple sentences which can be read by themselves and others.</li> <li>• Some words are spelt correctly and others are phonetically plausible</li> </ul>	<ul style="list-style-type: none"> <li>• To act out stories and portray characters and their motives</li> <li>• To recount real events e.g. a school visit</li> <li>• To use the language of texts read as models for their own writing e.g. greetings in a letter; instructions</li> <li>• To sequence sentences to form simple non-fiction text types e.g. what to pack for a holiday</li> <li>• To assemble information on a subject from their own experience</li> <li>• To listen to and discuss a wide range of rhymes and poems, and learn to recite some by heart</li> <li>• To use words that sequence events</li> <li>• To make some choices of appropriate vocabulary e.g. cold or chilly; tall or big?</li> </ul>	<p>where events take place and what happens</p> <ul style="list-style-type: none"> <li>• To explore characters' feelings and situations in stories, using role play and oral rehearsal</li> <li>• To describe characters and setting e.g. Arjan was very excited, but he still held tight to his mum's hand as they crossed the busy road.</li> <li>• To write about real events e.g. recounts from a trip or descriptive writing following a walk in the woods</li> <li>• To write for different purposes e.g. a simple information text incorporating labelled pictures and diagrams</li> <li>• To establish the basic purpose of a text, using some relevant features e.g. addressing reader in a letter</li> <li>• To assemble information on a subject</li> <li>• To convey information and ideas in simple non-narrative forms</li> <li>• To listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some</li> <li>• To write poetry</li> <li>• To use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions</li> <li>• To choose appropriate words and phrases to describe e.g. Lions are wild animals with large, sharp teeth.</li> <li>• To begin to select words for effect from a range provided, considering the</li> </ul>
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		<p>needs of the reader and/or the purpose of the text.</p> <ul style="list-style-type: none"> <li>To begin to vary sentence openings, considering the effect on their audience.</li> <li>To include some details in both narrative and non-fiction writing e.g. the dark wood, the deep water, really happy</li> </ul>
<b>Composition (Evaluate and edit)</b>		
<ul style="list-style-type: none"> <li>Children will read their work back to themselves and their teacher.</li> <li>Teacher and child to discuss key priorities to edit.</li> <li>What Nexts will be used to pinpoint what the children need to do next to continue to develop their writing.</li> </ul>	<ul style="list-style-type: none"> <li>To re-read what they have written to check for sense</li> <li>To discuss what they have written with the teacher or other pupils</li> <li>To read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>To proof read for errors in spelling, grammar and punctuation</li> <li>To re-read to check that their writing makes sense, and that tenses are consistent</li> <li>To evaluate their writing with the teacher and other pupils</li> <li>To read aloud what they have written with appropriate intonation to make meaning clear to the audience</li> </ul>
<b>Handwriting</b>		
<ul style="list-style-type: none"> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Children will have some control over the letter size.</li> <li>Exceeding writers will be beginning to write on lines and will begin to become more consistent with their letter size.</li> </ul>	<ul style="list-style-type: none"> <li>To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>To begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top</li> <li>To form capital letters</li> <li>To form digits 0-9</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> </ul>	<ul style="list-style-type: none"> <li>To form lower-case letters of the correct orientation and size relative to one another</li> <li>To start writing at the middle or top of the letters and leave the end ready to join later</li> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>To start using some of the diagonal and horizontal strokes needed to join letters</li> </ul>

	<ul style="list-style-type: none"> <li>• To make distinctions between ascenders and descenders and other 'between the line' letters</li> <li>• To distinguish between similar looking letters</li> </ul>	<p>and understand which letters, when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> <li>• To use spacing between words that reflects the size of the letters</li> </ul>
<b>Transcription</b>		
<ul style="list-style-type: none"> <li>• Know all their phase 2 sounds and most phase 3.</li> <li>• Use some phase 3 digraphs and trigraphs in their writing.</li> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>• They also write some irregular common words such as I, no, to, go, into, the</li> </ul>	<ul style="list-style-type: none"> <li>• To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>• To spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly</li> <li>• To use letter names to distinguish between alternative spellings of the same sound</li> <li>• To spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used)</li> <li>• To name the letters of the alphabet in order</li> <li>• To spell the days of the week</li> <li>• To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• To use the prefix un-</li> <li>• To use –ing, -ed, -er and –est where no change is needed in the spelling of root</li> </ul>	<ul style="list-style-type: none"> <li>• To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>• To segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• To learn new ways of spelling phonemes for which one or more spellings are already known e.g. 'j' sound – giant, huge, fudge</li> <li>• To spell most words relating to the statements from previous year groups correctly</li> <li>• To apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• To spell some words with contracted forms e.g. can't, didn't, hasn't, couldn't, I'll, doesn't</li> <li>• To learn some common homophones and near homophones e.g. there, they're, for / four; see / see; quite / quiet</li> <li>• To add suffixes to spell some words correctly in their writing e.g. –ment ; -ness , -ful, -less, -ly.</li> </ul>

	<p>words e.g. helping, helped, helper, eating, quicker, quickest</p> <ul style="list-style-type: none"> <li>To spell Year 1 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>To spell Year 1 and 2 common exception words</li> </ul>
<b>Vocabulary, Punctuation and Grammar</b>		
<ul style="list-style-type: none"> <li>Children will mostly include finger spaces when writing simple sentences and will have an awareness of full stops.</li> <li>Exceeding children will also have an awareness of and try to use capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>To write single clause sentences e.g. <i>The girl threw the yellow ball.</i></li> <li>To use 'and' to link words within sentences e.g. <i>Red Riding Hood took grandma some pie and cake.</i></li> <li>To leave spaces between words</li> <li>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To join two clauses in a sentence using the co-ordinating conjunction 'and' e.g. <i>The wolf growled and Red Riding Hood ran away.</i></li> <li>To use because to provide reasoning e.g. <i>I am proud of my model because I worked so hard on it.</i></li> <li>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>To orally practise using present and past tenses correctly</li> </ul>	<ul style="list-style-type: none"> <li>To use single clause sentences e.g. <i>Vincent lifted down a big picture.</i></li> <li>To use multi-clause sentences using coordinating conjunctions e.g. <i>'The picture was strange but very beautiful.' She stopped crying and put out her hand to stroke his beautiful, blue silk bow.</i></li> <li>To use some multi-clause sentences using subordinating conjunctions e.g. <i>Joe didn't have a whole ice-cream to himself because he wasn't hungry. He had nearly finished his book when a huge hand tried to steal his teddy! I will buy you an ice-cream if they don't cost too much.</i></li> <li>To use sentences with different forms: Statement, e.g. <i>The ship sailed across the sea.</i> Question, e.g. <i>What do sharks eat?</i> Exclamation, e.g. <i>What a lovely day we had!</i> Command. e.g. <i>Get all of your equipment ready first.</i></li> <li>To punctuate sentences using full stops, capital letters, exclamation marks, question marks</li> <li>To use apostrophes for contracted forms e.g. <i>He couldn't believe his eyes!</i> and</li> </ul>

		<p>the singular possession <b>Rapunzel's hair was long and beautiful.</b></p> <ul style="list-style-type: none"><li>• To use commas in lists <b>e.g. She took her grandmother some cake, apples and fresh milk.</b></li><li>• To expand sentences using the co-ordinating conjunctions or, and, but</li><li>• To expand sentence using the subordinating conjunctions when if, that, because</li><li>• To use appropriate adjectives and adverbs to give essential information <b>e.g. Collect bugs from the long grass rather than the grass or the beautiful grass.</b></li><li>• To use expanded noun phrases to describe and specify <b>e.g. Camille picked a huge bunch of sunflowers for the painter and put them in a big brown pot.</b></li><li>• To use some features of Standard English e.g. he did not he done</li><li>• To use the present and past tenses correctly and consistently <b>e.g. Emily is grumpy. I have a rabbit at home. Emily was grumpy. My rabbit had lots of babies.</b></li><li>• To use the present progressive and past progressive forms <b>e.g. The Sunflower Man was painting the stars!</b></li></ul>
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