Adlington Primary School



Writing

End Points Curriculum Plan

This end points curriculum plan is designed to show the knowledge that will be covered in Writing at Adlington Primary School. The curriculum combines both the conceptual and procedural knowledge within Writing. Information on the organisation and delivery of Writing can be found in the Writing and Handwriting Progressions.

At Adlington Primary School we want all of our children to develop the following writing characteristics during their time with us:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

The children will be given the following writing opportunities:

Title	**Key Stage 1**	**Key Stage 2**
Narrative	• Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries.	• Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense.(Yr5/6) • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	• Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports.	• Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies.(Yr5/6) • Write in a journalistic style. • Write arguments.(Yr5/6) • Write formally.
Poetry	• Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks.	• Learn by heart and perform a significant poem. • Write haiku.(Yr5/6) • Write cinquain.(Yr3/4) • Write poems that convey an image (simile, word play, rhyme and metaphor).

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	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Composition **To write with purpose**	- Write simple phrases and sentences that can be ready by others.	• Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve.	• Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve.	• Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
To use imaginative description	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	• Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail.	• Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns.	• Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
To organise writing appropriately	- Include use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose.	• Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting.	• Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing.

To use paragraphs		• Write about more than one idea. • Group related information.	• Organise paragraphs around a theme. • Sequence paragraphs.	• Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
To use sentences appropriately	- Express their ideas and feelings about their experiences using full sentences.	• Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin.	• Use a mixture of simple, compound and complex sentences. • Write sentences that include: - conjunctions - adverbs - direct speech, punctuated correctly - clauses - adverbial phrases.	• Write sentences that include: - relative clauses - modal verbs - relative pronouns - brackets - parenthesis - a mixture of active and passive voice - a clear subject and object - hyphens, colons and semi colons - bullet points.
Transcription **To present neatly**	- Write recognisable letters, most of which are correctly formed. - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	• Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.	• Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	• Write fluently and legibly with a personal style.

To spell correctly	- Spell words by identifying sounds in them and representing the sounds with a letter or letters.	• Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drink**s**). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: help**ing**, help**ed**, help**er**, eat**ing**, quick**er**, quick**est**. • Use spellings rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-	• Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus.

		homophones.		
To punctuate accurately		• Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly.	• Develop understanding of writing concepts by: - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense. - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. - Using conjunctions, adverbs and prepositions to express time and cause. - Using fronted adverbials. • Indicate grammatical and other features by: - Using commas after fronted adverbials. - Indicating possession by using the possessive apostrophe with plural nouns. - Using and punctuating direct speech.	• Develop understanding of writing concepts by: - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - Using passive verbs to affect the presentation of information in a sentence. - Using the perfect form of verbs to mark relationships of time and cause. - Using expanded noun phrases to convey complicated information concisely. - Using modal verbs or adverbs to indicate degrees of possibility. - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: - Using commas to clarify meaning or avoid ambiguity in writing. - Using hyphens to avoid ambiguity. - Using brackets, dashes or commas to indicate parenthesis. - Using semi-colons, colons or dashes to mark boundaries between independent clauses. - Using a colon to introduce a list. - Punctuating bullet points consistently.

Analysis and presentation **To analyse writing**		• Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	• Use and understand grammatical terminology when discussing writing and reading: **Year 3** • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. **Year 4** • pronoun, possessive pronoun, adverbial.	• Use and understand grammatical terminology when discussing writing and reading: **Year 5** • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. **Year 6** • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
To present writing		• Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.	• Read aloud writing to a group or whole class, using appropriate intonation.	• Perform compositions, using appropriate intonation and volume.

Writing Opportunities		
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