**Reception & Key Stage 1 Writing Curriculum**

**Key Cumulative knowledge**

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| **Planning and support documents** |
| Use the National Curriculum for key learning objectives when planning writingUse the Early Learning goal statementUse Spelling shed and or No nonsense schemes for ideasGTPS Writing descriptorsGTPS Grammar Terminology Sheet |
| Year R |
| Skills | Handwriting & Presentation | Spelling, Grammar & Vocabulary | Planning | Composition | Editing & Improving |
|  | * Hold pencil correctly
* Correct orientation of each letter
* Beginning to join digraphs and trigraphs
 | * Daily phonics sessions
* Children use their phonic knowledge to write words in ways which match their spoken sounds
* They spell: and to the no go
* Dictation using the GPC’s and HF words
* Vocabulary - use and understand the words: letter, digraph, trigraph, grapheme, phoneme, word, sentence
 | * Compose a sentence orally before writing it
* Roleplay
 | * Leave spaces between words
* Modelled writing
 | * They can re-read their work
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| Core Genre | Begin writing sentences linked to topic work; must focus mainly on very basic retelling stories, including descriptions, lists and labels. |
| Year 1 |
| Skills | Handwriting & Presentation | Spelling, Grammar & Vocabulary | Planning | Composition | Editing & Improving |
| These skills must be applied across the curriculum | * Build on knowledge from R
* Daily handwriting sessions focusing on joining all letters
* Letters are the correct size and shape
* Form capital and lower case letters correctly and identify which is which
 | * Build on knowledge from R
* Daily phonics sessions
* Weekly spelling lessons focusing on:
* Spell words containing each of the 40+ phonemes
* Common exception words
* Days of the week
* add suffixes s and es
* using the prefix un
* use ing, *–*ed, *–*erand *–*est where no change is needed in the spelling of root words
* Dictation using the GPC’s and common exception words
* Punctuate sentences with capital letters, full stops, question marks or exclamation marks
* Capital letters for names and places and recognise that these are proper nouns
* Capital for personal pronoun I
* Vocabulary - see English appendix 2
 | * Build on knowledge from R
* Exploration of good examples of texts – discussing features
* Modelled or shared planning
 | * Build on knowledge from
* Compose a sentence orally before writing i
* Sequence sentences to form short narratives
* Use ‘and’ to join clause
* Modelled writing
 | * Build on knowledge from R
* Re-read what has been written to check it makes sense
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| Core Genre | * Build on knowledge from R
* Write short narratives with a familiar (or given) structure – beginning, middle and end (may not always be all parts together)
* Real events – simple recounts
* Poetry – Haiku, copy a familiar structure e.g. own verse of London’s burning, acrostic
* Informal letters
* Instructions (title & correct order)
* Descriptive sentences
* Simple information page (main heading only)
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| Year 2 |
| Skills | Handwriting & Presentation | Spelling, Grammar & Vocabulary | Planning | Composition | Editing & Improving |
| These skills must be applied across the curriculum | * Build on knowledge from R&1
* Weekly handwriting sessions focusing on all letters being joined correctly
* Letters show correct relationships to one another
 | * Build on knowledge from R&1
* Daily spelling lessons focusing on:
* Common exception words
* Spelling words with contracted form
* Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling
* Spell common homophones
* Learn the possessive apostrophe
* Spell words with suffixes ment, *–*ness, *–*ful, *–*less*,* ly, ed, ing, er, est correctly
* Adding es to nouns and verbs
* Dictation using the GPC’s and common exception words
* Introduce new punctuation – commas for lists
* Vocabulary - see English appendix 2
 | * Build on knowledge from R&1
* Exploration of good examples of texts – discussing features
* Modelled or shared planning
 | * Build on knowledge from R&1.
* Develop stamina for writing
* Write statements, questions, exclamations and commands
* Include expanded noun phrases
* Use present and past tense mostly correctly and consistently
* Join clauses using subordination (when, if, that, or because) and co-ordination (or, and, or but)
* Children show some awareness of the reader in their writing
 | * Build on knowledge from R&1.
* Re-read their work to check it make sense and edit with a blue pencil
* Start to proof-read spelling and punctuation
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| Core Genre | * Coherent narratives with a familiar structure – beginning, middle & end (no dialogue)
* Real events. – personal recounts
* Poetry – Diamantes, riddles & rhyming couplets
* Informal letters
* Simple first person diary (past tense),
* instructions (title, correct order, you will need list, imperative verbs & temporal conjunctions)
* Information text (main heading with at least 2 subheadings)
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