**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 writing  Use the Early Learning goal statement  Use Spelling shed and or No nonsense schemes for ideas  GTPS Writing descriptors  GTPS 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 | |
| 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 | |
| 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) | | | | |
| 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 | |
| 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) | | | | |