

Medium Term Plan for Writing Curriculum: Knowledge and Skills Map

Year 1			
<p>Basic Grammar/Punctuation/Spelling: Identify in the context of a sentence from the focus text. / Begins to try applying in some writing – usually the piece directly after teaching, not always successfully and generally relies heavily on the examples given in Writing and Grammar teaching.</p> <p>Advanced: Grammar/Punctuation/Spelling: Apply understanding to create sentences for this week's write / Apply understanding to the context of a GPS question / Applies skill and knowledge in most writing almost always successfully.</p> <p>Deep: Grammar/Punctuation/Spelling: Explain the rule or purpose / Evaluate another's use / Create a question and corresponding mark scheme in order to assess a peer's understanding of the concept.</p>			
<p>Key:</p> <p>Objectives that are not highlighted: The child should be demonstrating this objective as it has already been taught. Explicit teaching is required if they are not.</p> <p>Objectives highlighted in yellow: Objectives that are new and will therefore require explicit teaching.</p>			
	Autumn 1	Spring 1	Summer 1
Composition	Plan, Draft and Write <ul style="list-style-type: none"> Write sequences of sentences by saying out loud what I am going to write about. Understand that a sentence must 	Plan, Draft and Write <ul style="list-style-type: none"> Create simple sentences containing a subject, verb and object. Often draw more on the characteristics of spoken language than those of written 	Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.

	<p>contain a subject and verb and build sentences containing subjects and verbs.</p> <ul style="list-style-type: none"> • Show some evidence of simple sentence structures though structures are often repeated. • Write sentences by re-reading what I have written to check that it makes sense. • Attempt to retell elements from familiar stories or write own simple story ideas. • Write sentences by composing a sentence orally before writing it. • Show some awareness of the purpose of the writing. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Begin to discuss my writing using the appropriate grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark). <p>Edit and Evaluate</p> <ul style="list-style-type: none"> • Read my work aloud. • Make simple changes to improve accuracy with the support of an adult, including spelling, full stops, letter formation, incorrect word choice and content. <p>(e.g. Teacher asks "What do we put at the end of a sentence?" Child adds a</p>	<p>language (e.g. repetition of pronouns and simple verbs).</p> <ul style="list-style-type: none"> • Write sentences by re-reading what I have written to check that it makes sense. • Appropriately sequence sentences to form short narratives (e.g. First they packed their stuff. It was very hot. Next they went to the airport and they were very happy.) • Show awareness of the purpose of the writing. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Discuss my writing using the appropriate grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark). <p>Edit and Evaluate</p> <ul style="list-style-type: none"> • Read my writing aloud clearly enough to be heard by my peers and the teacher. • Check writing makes sense through discussion with an adult or peer. • Make changes to improve accuracy, including spelling, full stops, letter formation, incorrect word choice and content. • Make simple changes to add description (e.g. Teacher asks "Can you add a word to tell us more about the bear?" Child adds the word "big" where indicated.) 	
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	full stop at the end of their writing.)		
Vocabulary, Grammar and Punctuation	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> Identify the subject and verb in a sentence. Identify and use nouns. Begin to use story language to start writing a story. Join words using and. Begin to join simple clauses using and (e.g. I went to the park and I played on the swings.) Begin to use adjectives for description. <p>Punctuation</p> <ul style="list-style-type: none"> Punctuate some sentences using a capital letter and a full stop. Begin to punctuate sentences using a question mark. Begin to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> Identify the subject, verb and object in a sentence. Identify and use nouns. Use appropriate language to write a story and begin to use vocabulary that is appropriate to the subject matter in other genres (including non-fiction). Join words and clauses using and (e.g. I went to the park and I played on the swings.) Use adjectives for description independently. <p>Punctuation</p> <ul style="list-style-type: none"> Punctuate sentences using a capital letter and a full stop. Punctuate sentences using a question mark. Punctuate sentences using an exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<p>Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.</p>
Transcription	<p>Spelling in Context</p> <ul style="list-style-type: none"> Know and write all letters of the alphabet in order and the sounds which they most commonly represent. Segment spoken words into sounds before choosing graphemes to represent the sounds. 	<p>Spelling in Context</p> <ul style="list-style-type: none"> Know and write all letters of the alphabet in order and the sounds which they most commonly represent. Segment spoken words into sounds before choosing graphemes to represent the sounds. 	<p>Spelling in Context</p> <p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p> <p>Spelling Rules</p> <p>Revisit Autumn 1 and 2 Objectives – apply</p>

	<ul style="list-style-type: none"> • Spell words with adjacent consonants. • Spell words containing each of the 40+ phonemes already taught correctly. • Spell the days of the week correctly. <p>Spelling Rules</p> <ul style="list-style-type: none"> • Divide words into syllables • Spell words containing the /ŋ/ sound spelt n before k • Spell words ending in the /v/ sound. • Spell words ending -y (/i:/ or /I /) • Use k for the /k/ sound <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Understand where to begin writing. • Write on the lines. • Understand what a space is and use apparatus to create a space. • Understand what equal spacing is and use apparatus to create equal spacing. • Leave appropriate spaces between letters and words. • Correctly write and orientate capital letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form digits 0-9. • Begin to understand which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> • Spell words with adjacent consonants. • Spell words containing each of the 40+ phonemes already taught correctly. • Spell the days of the week correctly • Spell common exception words correctly. • Use letter names to distinguish between alternative spellings of the same sound. <p>Spelling Rules</p> <ul style="list-style-type: none"> • Add the prefix -un • Spell words ending in -tch • Create compound words • Spell words containing the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • Spell words containing ph and wh <p>Handwriting</p> <p>Revisit Autumn 2 Objectives – apply independently to study different texts and write in a range of genres.</p>	<p>independently to study different texts and write in a range of genres.</p> <p>Handwriting</p> <p>Revisit Autumn 2 Objectives – apply independently to study different texts and write in a range of genres.</p>
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	(i.e. letters that are formed in similar ways) and to practise these.		
	Autumn 2	Spring 2	Summer 2
Composition	<p>Plan, Draft and Write</p> <ul style="list-style-type: none"> Understand that a sentence must contain a subject and verb and that some may contain an object. Build sentences containing subjects and verbs. Show some evidence of simple sentence structures though structures are often repeated. Attempt to retell elements from familiar stories or write own simple story ideas. Write sequences of sentences by saying out loud what I am going to write about. Write sentences by composing a sentence orally before writing it. Begin to appropriately sequence sentences to form short narratives (e.g. First they packed their stuff. It was very hot. Next they went to the airport and they were very happy.) Show some awareness of the purpose of the writing. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Begin to discuss my writing using the appropriate grammatical terminology 	<p>Plan, Draft and Write</p> <ul style="list-style-type: none"> Create simple sentences containing a subject, verb and object. Begin to draw more on the characteristics of written language than those of spoken. Write sentences by re-reading what I have written to check that it makes sense. Appropriately sequence sentences to form short narratives (e.g. First they packed their stuff. It was very hot. Next they went to the airport and they were very happy.) Show awareness of the purpose of the writing. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Discuss my writing using the appropriate grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark). <p>Edit and Evaluate</p> <ul style="list-style-type: none"> Read my writing aloud clearly enough to be heard by my peers and the teacher. Check writing makes sense through 	<p>Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.</p>

	<p>(letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p> <p>Edit and Evaluate</p> <ul style="list-style-type: none"> • Read my work aloud. • Make simple changes to improve accuracy with the support of an adult, including spelling, full stops, letter formation, incorrect word choice and content. (e.g. Teacher asks "What do we put at the end of a sentence?" Child adds a full stop at the end of their writing.) 	<p>discussion with an adult or peer.</p> <ul style="list-style-type: none"> • Make changes to improve accuracy, including spelling, full stops, letter formation, incorrect word choice and content. • Make simple changes to add description (e.g. Teacher asks "Can you add a word to tell us more about the bear?" Child adds the word "big" where indicated.) 	
<p>Vocabulary, Grammar and Punctuation</p>	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Begin to use story language to start writing a story. • Join words and simple clauses using and (e.g. I went to the park and I played on the swings.) • Begin to use adjectives for description. <p>Punctuation</p> <ul style="list-style-type: none"> • Punctuate some sentences using a capital letter and a full stop. • Punctuate sentences using a question mark. • Begin to punctuate sentences using an exclamation mark. • Begin to use a capital letter for names of people, places, the days of the 	<p>Vocabulary and Grammar</p> <ul style="list-style-type: none"> • Identify the subject, verb and object in a sentence. • Identify and use nouns. • Use appropriate language to write a story and vocabulary that is appropriate to the subject matter in other genres (including non-fiction). • Begin to use some features of written Standard English. • Join words and clauses using and (e.g. I went to the park and I played on the swings.) • Use adjectives for description independently. <p>Punctuation</p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop. • Punctuate sentences using a question 	<p>Revisit Spring 2 Objectives – apply independently to study different texts and write in a range of genres.</p>

	<p>week, and the personal pronoun 'I'.</p>	<p>mark.</p> <ul style="list-style-type: none"> • Punctuate sentences using an exclamation mark. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	
Transcription	<p>Spelling in Context</p> <ul style="list-style-type: none"> • Know and write all letters of the alphabet in order and the sounds which they most commonly represent. • Segment spoken words into sounds before choosing graphemes to represent the sounds. • Spell words with adjacent consonants. • Spell words containing each of the 40+ phonemes already taught correctly. • Spell the days of the week correctly. <p>Spelling Rules</p> <ul style="list-style-type: none"> • Divide words into syllables • Add s and es to words • Add the ending -ing to verbs where no change is needed to the root word. • Add the ending -ed to verbs where no change is needed to the root word. • Add the ending -er to verbs where no change is needed to the root word. • Add -er and -est to adjectives where no change is needed to the root word <p>Handwriting</p>	<p>Spelling in Context</p> <p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p> <p>Spelling Rules</p> <p>Revisit Autumn 1 and 2 Objectives – apply independently to study different texts and write in a range of genres.</p> <p>Handwriting</p> <p>Revisit Autumn 2 Objectives – apply independently to study different texts and write in a range of genres.</p>	<p>Spelling in Context</p> <p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p> <p>Spelling Rules</p> <p>Revisit Spring 1 Objectives – apply independently to study different texts and write in a range of genres.</p> <p>Handwriting</p> <p>Revisit Autumn 2 Objectives – apply independently to study different texts and write in a range of genres.</p>

	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Understand where to begin writing. • Write on the lines. • Understand what a space is and use apparatus to create a space. • Understand what equal spacing is and use apparatus to create equal spacing. • Leave appropriate spaces between letters and words. • Correctly write and orientate capital letters. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 		
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Vocabulary, Grammar and Punctuation Learning Journey

The majority of examples have been taken from 'The Day the Crayons Quit' by Drew Daywalt.

Preparing for Noun Phrases

Skill Ladder	Key Knowledge	Examples
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<p>Identify a noun. (Year 1)</p>	<p>A noun is a name</p> <p>Types of Noun</p> <ul style="list-style-type: none"> • Concrete – you can sense • Abstract – you cannot sense • Common – general nouns • Proper – specific nouns (names the common noun), require a capital letter • Collective – describe a group as one <p>Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.</p>	<p>I'm not even in the rainbow. (white crayon)</p> <p>Well, poor Duncan just wanted to colour...</p> <p>Key example:</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on them.</p> <p>Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)</p> <p>Abstract: day, name</p> <p>Common: day, class, crayons, stack, letters, name</p> <p>Proper: Duncan</p> <p>Collective: stack ('a' shows the multiple letters are being treated as a single item)</p>
<p>Identify and use adjectives for description. (Year 1)</p>	<p>Describe the noun/pronoun Be careful as they do not always come before the noun</p> <p>Types of Adjectives</p> <ul style="list-style-type: none"> • Comparative – compares one to another (suffix er) • Superlative – compares one to all (suffix est) 	<p>Your overworked friend</p> <p>It makes me crazy that so much of my gorgeous colour goes outside the lines.</p> <p>Note that 'so much' is a determiner</p>

		<p>in this context as it is introducing a noun and giving the amount.</p> <p>You make me work harder than any of your other crayons.</p>
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Creating and Punctuating Sentences

Skill Ladder	Key Knowledge	Examples
<p>Identify, use and explain the purpose of a verb (including auxiliary verbs). (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<p>An action or feeling A verb phrase is more than one verb working together.</p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> • Form of be • Form of have • Form of do • Modal verbs – show possibility, certainty and obligation – how likely is it to happen? 	<p>It makes me crazy that so much of my gorgeous colour goes outside the lines.</p> <p>Duncan went to take out his crayons.</p> <p>I'm tired of being called "light brown".</p>
<p>Identify and use nouns. (Year 1)</p>	<p>A noun is a name.</p> <p>Quick ways for spotting nouns – look for a determiner introducing it or a capital letter within a sentence for proper nouns.</p>	<p>I'm not even in the rainbow. (white crayon)</p> <p>Well, poor Duncan just wanted to colour...</p> <p>Key example:</p> <p>One day in class, Duncan went to take out his crayons and found a stack of letters with his name on</p>

		<p>them.</p> <p>Concrete: Duncan, crayons, letters, class (in this instance – social class would be an abstract concept)</p> <p>Abstract: day, name</p> <p>Common: day, class, crayons, stack, letters, name</p> <p>Proper: Duncan</p> <p>Collective: stack ('a' shows the multiple letters are being treated as a single item)</p>
<p>Identify and use pronouns. (Year 1 – shown as part of subject examples but not explicitly taught) (Year 3 – explicitly taught)</p>	<ul style="list-style-type: none"> • Replace the full noun to avoid repetition – try removing the pronoun, can you put a noun in its place? Also, they are not introduced by a determiner. 	<p>I am beige and I am proud.</p> <p>Your very neat friend</p> <p>It's me, Red Crayon.</p> <p>The second reason I write is for my friends, Yellow crayon and Orange crayon, who are no longer speaking to each other.</p>
<p>Identify the subject, verb and object in a sentence. (Reception – Understand that sentences contain a subject and verb) (Year 1)</p>	<ul style="list-style-type: none"> • Every sentence must contain a subject and verb. Many will contain objects too. • A subject performs the verb and is the noun or pronoun that the sentence is all about. • An object receives the verb and is the noun or pronoun that plays a 	<p>I need a break!</p> <p>S V O</p>

	supporting role in the sentence.	
<p>Make mostly correct use of capital letters, full stops, question marks and exclamation marks.</p> <p>(Reception – full stops and capital letters) (Year 1 – question marks and exclamation marks)</p>	<ul style="list-style-type: none"> • A clause must contain a verb and subject • Main clause – the main part of the sentence. Independent. • A full stop signals the end of the sentence. It tells the reader that they have come to the end of an idea and must now prepare to be introduced to a new idea. Come to a full stop here! • A capital letter signals the start of the sentence – start here! <p>Sentence Types</p> <ul style="list-style-type: none"> • Question – require an answer. Must end with a question mark. • Exclamation – show heightened emotion. Exclamation sentences must begin with how or what. However, we use exclamation marks to demonstrate any heightened emotion e.g. Anger, shouting, excitement. 	<p>Question: How about one of those once in a while to give me a break? (grey crayon)</p> <p>Exclamation: How wonderful today is! What a beautiful day!</p>

Spelling Knowledge Organiser

Words containing the following objectives must be embedded within the curriculum but do not need to be explicitly taught within a spelling lesson.

Common Exception Words

Objective	Rule	NC Examples
Common exception words	Pupils' attention should be drawn to the graphemephoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

The following objectives must be explicitly taught within a spelling lesson.

Revision from Reception

- All letters of the alphabet and the sounds which they most commonly represent
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- Words with adjacent consonants

Phonemes/Graphemes

Objective	Rule	NC Examples
Spell words containing the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
Spell words containing the /ŋ/ sound spelt n before k		bank, think, honk, sunk
Spell words ending in the /v/ sound.	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Spell words ending -y (/i:/ or /ɪ /)		very, happy, funny, party, family
Spell words containing ph and wh	The /f/ sound is not usually spelt as ph in short	dolphin, alphabet, phonics, elephant when, where,

	everyday words (e.g. fat, fill, fun).	which, wheel, while
Use k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky

Vowel Digraphs and Trigraphs

Objective	Rule	NC Examples
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ /)		head, bread, meant, instead, read (past tense)
er (/ɜ :/)		(stressed sound): her, term, verb, person
er (/ə /)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third

ur		turn, hurt, church, burst, Thursday
oo (/u:/)		
oo (/ʊ/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oa		book, took, foot, wood, good
oe	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
ou		toe, goes
ow (/aʊ/) ow (/əʊ/) ue ew	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ie (/aɪ /)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/i:/)		lie, tie, pie, cried, tried, dried
igh		chief, field, thief
or		high, night, light, bright, right
ore		for, short, born, horse, morning
aw		more, score, before, wore, shore
au		saw, draw, yawn, crawl
air		author, August, dinosaur, astronaut

ear		air, fair, pair, hair, chair
ear (/ɛ ə /)		dear, hear, beard, near, year
are (/ɛ ə /)		bear, pear, wear

Spelling Rules

Objective	Rule	NC Examples
Divide words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear	pocket, rabbit, carrot, thunder, sunset
Spell words ending in -tch	The ch sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
Add s and es to words	Plural of nouns and the third person singular of verbs. If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /ɪ z/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Add the ending -ing to verbs where no change is needed to the root word.	-ing creates a present tense verb. -ing always adds an extra syllable to the word. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, buzzing, jumping
Add the ending -ed to verbs where no change is needed to the root word.	-ed creates a past tense verb. -ed sometimes adds an extra syllable to the word.	hunted, buzzed, jumped

	<p>The past tense of some verbs may sound as if it ends in /I d/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt –ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	
Add the ending –er to verbs where no change is needed to the root word.	<p>-er changes the verb to a noun.</p> <p>–er always adds an extra syllable to the word.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunter, buzzer, jumper
Add –er and –est to adjectives where no change is needed to the root word	If the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
Add the prefix –un	<p>Un- means not or negative or opposite.</p> <p>The prefix un– is added to the beginning of a word without any change to the spelling of the root word.</p>	unhappy, undo, unload, unfair, unlock
Create compound words	<p>Compound words are two words joined together.</p> <p>Each part of the longer word is spelt as it would be if it were on its own.</p>	football, playground, farmyard, bedroom, blackberry