

Little Thurrock Primary School

Whole School Curriculum Map – Writing



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Speaking, Listening, Attention & Understanding</p> <p style="text-align: center;">Spoken Language</p>						
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Pupils should be taught to ask relevant questions to extend their understanding and knowledge.</p> <p>Pupils should be taught to use relevant strategies to build their vocabulary.</p> <p>Pupils should be taught to articulate and justify answers, arguments and opinions.</p> <p>Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>

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<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils should be taught to select and use appropriate registers for effective communication</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils should be taught to select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils should be taught to select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils should be taught to select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils should be taught to select and use appropriate registers for effective communication.</p>	<p>Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.</p> <p>Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Pupils should be taught to gain, maintain and monitor the interest of the listener(s).</p> <p>Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils should be taught to select and use appropriate registers for effective communication.</p>
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Writing		Writing Composition					
Write recognisable letters most of which are correctly formed.	Pupils should be taught to write sentences by saying out loud what they are going to write about.	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	Pupils should be taught to write sentences by saying out loud what they are going to write about.	Pupils should be taught to write sentences by saying out loud what they are going to write about.	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form	
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Pupils should be taught to write sentences by composing a sentence orally before writing it.	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.	Pupils should be taught to write sentences by composing a sentence orally before writing it.	Pupils should be taught to write sentences by composing a sentence orally before writing it.	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	
Write simple phrases and sentences that can be read by others.	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	
	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
	Pupils should be taught to discuss what they have written with the teacher or other pupils.	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	Pupils should be taught to discuss what they have written with the teacher or other pupils.	Pupils should be taught to discuss what they have written with the teacher or other pupils.	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	
		Pupils should be taught to consider what they are				Pupils should be taught to draft and write by in	

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	<p>going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Pupils should be taught to make simple additions,</p>			<p>Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Pupils should be taught to draft and write by precisising longer passages.</p> <p>Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p> <p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Pupils should be taught to evaluate and edit by</p>	<p>narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Pupils should be taught to draft and write by precisising longer passages.</p> <p>Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</p> <p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and</p>
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		<p>revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.</p>			<p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.</p> <p>Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>punctuation to enhance effects and clarify meaning.</p> <p>Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.</p> <p>Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>
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Comprehension

Word

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate - where appropriate - key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role- play.

Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.

Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).

How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].

Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as –ful, –less

Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs

Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

The grammatical difference between plural and possessive –s

Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

Verb prefixes [for example, dis-, de-, mis-, over- and re-]

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

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Being Imaginative and Expressive		Sentence				
<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<p>How words can combine to make sentences.</p> <p>Joining words and joining clauses using 'and'.</p>	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>Adverbs [for example, then, next, soon, therefore]</p> <p>Prepositions [for example, before, after, during, in, because of]</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
Text						
	<p>Sequencing sentences to form short narratives.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in</p>

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[for example, she is drumming, he was shouting]	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	contrast, or as a consequence], and ellipsis
			Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Punctuation

Separation of words with spaces.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Brackets, dashes or commas to indicate parenthesis	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Commas to separate items in a list		Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Use of commas to clarify meaning or avoid ambiguity	Use of the colon to introduce a list and use of semi-colons within lists
Capital letters for names and for the personal pronoun 'I'.	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]		Use of commas after fronted adverbials		Punctuation of bullet points to list information
					How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]