

ENGLISH – WRITING CURRICULUM

YEAR 1
EWTS1:1 Can spell MOST words containing the 40+ phonemes already taught, including the ‘n’ sound spelt n before k; -tch; v sound at the end of words; adding s and es to words.
EWTS1:2 Can use letter names to tell apart alternative spellings for the same sound.
EWTS1:3 Can apply simple spellings rules to the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.
ing
er
est
ed
EWTS1:5 Can spell the days of the week.
EWTS1:6 Can use the prefix ‘un-’.
EWTS1:7 Can spell common exception words*see appendix.
EWTH1:1 Can form lower case letters using the correct direction, start and end points.
EWTH1:2 Can understand the handwriting letter families and practice letters in each.
EWTH1:3 Can form digits 0–9.
EWC1:1 Can talk about the beginning, middle and end of a story.
Letter
Capital letter
Word
Singular
Plural
Sentence
Punctuation
Full stop
Question mark
Exclamation mark
EWC1:3 Can write a sentence by composing it orally before writing it.
EWC1:4 Can plan a simple story.
EWC1:5 Can write a sequence of sentences with illustrations to form a story.
EWC1:6 Can discuss what he/she has written with the teacher or other children.
EWC1:7 Can read aloud own writing clearly to the whole class.
EWC1:8 Can write lines to form a poem.
EWC1:9 Can sequence sentences to form short narratives.
EWC1:10 Can re-read what he/she has written to check that it makes sense.
EWC1:11 Can compose poetry orally before writing it.
EWVGP1:1 Can name the letters of the alphabet in order.
EWVGP1:2 Can begin to write simple sentences with:
Capital letters
Full stop
Spaces
Use ‘and’ to join sentences.
EWVGP1:3 Can write sentences dictated by the teacher that include words taught so far.
EWVGP1:4 Can use capital letters for proper nouns
Can use capital letters for the personal pronoun.
EWVGP1:5 Can learn Year 1 grammar rules and apply to own writing.
EWVGP1:6 Can use the rules for adding ‘-s’ or ‘-es’ to pluralise nouns
Can use the rules for adding ‘-s’ or ‘-es’ to pluralise singularise verbs.
List sentences
(No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration <i>It was a dark, long, leafy lane</i>)

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Year 2	
Spelling (EWTS)	
EWTS2:1 Can apply taught spelling rules	
The /dʒ/ sound spelt as g, ge and dge at the end of word;	
The /s/ sound spelt c before e, i and y	
The /n/ sound spelt kn and gn	
The /r/ sound spelt wr	
The /l/ or /əl/ sound spelt –le or –al	
Words ending –il	
The /aɪ/ sound spelt –y at the end of words	
the /ɔ:/ sound spelt a before l and ll	
The /i:/ sound spelt –ey	
The /ɑ/ sound spelt a after w and qu	
Words ending in –tion.	
EWTS2:2 Can learn new ways of spelling phonemes where one or more spellings are already known and learn some words with each spelling.	
EWTS2:3 Can segment words and represent phonemes with graphemes, spelling any correctly.	
EWTS2:4 Can learn to spell more words with contracted forms.	
EWTS2:5 Can spell by distinguishing between homophones and near-homophones	
there/their/they're	sun/son,
here/hear	to/too/two,
quite/quiet	be/bee,
see/sea	blue/blew,
bare/bear	night/knight
one/won,	
EWTS2:6 Can add suffixes to spell longer words	
–ing, –er and –est to a root word ending in –y with a consonant before it	
–ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	
–ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	
the suffixes –ment, –ness, –ful, –less and –ly	
EWTH2:1 Can follow appropriate handwriting joins.	
EWTH2:2 Can practice all of the handwriting objectives.	
EWTH2:3 Can write capital letters of the correct size and orientation	
Can write lower case letters of the correct size and orientation	
Can write digits of the correct size and orientation	
Composition (EWC)	
EWC2:1 Can describe settings using adjectives.	
EWC2:2 Can use adjectives to describe and specify.	
EWC2:3 Can plan and say out loud what we're going to write.	
EWC2:4 Can re-read to check our writing makes sense	
Can re-read our writing to check that verbs to indicate time are used correctly and consistently	
EWC2:5 Can write a story about our own or others' experiences (real)	
Can write a story about our own or others' experiences (fictional).	
EWC2:6 Can read aloud what we've written with appropriate intonation.	
EWC2:7 Can write a simple recount.	
EWC2:8 Can write sentences about real experiences (instructions).	
EWC2:9 Can plan and write a story.	
EWC2:10 Can consider what we're going to write about sentence by sentence by speaking it.	
EWC2:11 Can proof read to check for errors in spelling	

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Can proof read to check for errors in grammar	
Can proof read to check for errors in punctuation	
EWC2:12 Can write a report.	
Vocabulary, Grammar and Punctuation (EWVGP)	
EWVGP2:1 Can write down ideas and key words, including new vocabulary.	
EWVGP2:2 Can understand specific grammatical terminology	
Noun	Suffix
Noun phrase	Adjective
Statement	Adverb
Question	Verb
Exclamation	Tense (past, present)
Command	Apostrophe
Compound	Comma
EWVGP2:3 Can use familiar and new punctuation correctly to demarcate sentences	
capital letters	
full stop,	
question marks	
exclamation marks	
use commas to separate items in a list	
use apostrophes to mark where letters are missing in spellings	
use apostrophes to mark singular possession in nouns	
EWVGP2:4 Can use present tense correctly and consistently.	
Can use past tense correctly and consistently.	
Can use the progressive form of verbs in the present to mark actions in progress.	
Can use the progressive form of verbs in the past tense to mark actions in progress.	
EWVGP2:5 Can use and form statements.	
EWVGP2:6 Can use and form questions.	
EWVGP2:7 Can use and form commands.	
EWVGP2:8 Can use and form exclamations	
EWVGP2:9 Can revise all spelling, grammar and punctuation curriculum objectives in Year 2.	
EWVGP2:10 Can learn how to use subordination, using:	
When	
If	
That	
Because	
Can learn how to use co-ordination: using	
Or	
And	
But	
EWVGP2:11 Can use some written features of Standard English.	
EWVGP2:12 Can use noun phrases to add description	
Sentence Types	
First word last sentences (Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence <i>Brilliant, the whole day was just brilliant!</i>)	
Similes Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché <i>The moon hung above us like a patient, pale white face</i> <i>Although it was August, it was as cold as a late December evening</i>	
What +! Sentences	

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(Begin with the word ‘what’ followed by an adjective to describe the final word/s of the sentence. Sense can be used to improve vocabulary choices. <i>What a lovely day! What a delicious smell! What and awful din!</i>)
<u>Ing, ing, ing sentences</u> <i>(Hopping, skipping, jumping, he made his way to the park)</i>
<u>BOBs sentences</u> (But, Or, Because, So <i>She ran down the road because a man was chasing her. He wept buckets, so he had to blow his nose.</i>)
<u>All the W’s sentences</u> (Short sentences. Should not be scattered too frequently as will lose impact <i>Why do you think he ran away?/ What next?/ Why is our climate changing? Will that really be the end?</i>)
<u>2A sentences</u> Two adjectives preceding the first noun and two adjectives preceding a second noun E.G. <i>He was a tall, awkward man with an old, crumpled jacket</i>

Year 3	
Spelling (EWTs)	
EWTs3.1 Use further prefixes and suffixes and understand how to add them	
un	inter
dis	super
mis	anti
in	auto
il	ation
im	ly
ir,	le
re	ally
sub	
EWTs3.2 Spell a range of simple homophones and explain how the spelling is different e.g Where/ wear *.	
EWTs3.3 Spell words that are often misspelt using learnt spelling strategies and rules (e.g skip - skipping)	
EWTs3.4 Place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’).	
EWTs3.5 Use the first two or three letters of a word to check its spelling in a dictionary.	
EWTs3.6 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far from the Year 3 section of Appendix 2 (these sentences must include a range from the following: prefixes, conjunctions, adverbs, prepositions, direct speech).	
Handwriting (EWTH)	
EWTH3.1 Use the diagonal and horizontal strokes that are needed to join letters.	
EWTH3.2 Understand which letters, when adjacent to one another, are best left unjoined. (a f, a z, g, j, q, s, x, y)	
EWTH3.3 Increase the legibility, consistency and quality of handwriting; ensuring that the down strokes of letters are parallel and equidistant.	
EWTH3.4 Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
Composition (EWC)	
EWC3.1 Explore examples of age appropriate text, identifying features and use these to plan a similar pieces of writing. Features to identify include structure Vocabulary grammar	
EWC3.2 Discuss and record ideas with a partner in order to plan writing.	

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EWC3.3 Compose and rehearse sentences orally (including dialogue) in order to write a piece of text.	
EWC3.4 Organise paragraphs around a theme when drafting and writing a piece of text.	
EWC3.5 When drafting and writing narrative text, create simple:	
settings	
characters	
a summary of plot	
EWC3.6 When drafting and writing non-narrative material, use simple organisational devices including;	
headings	
sub-headings	
EWC3.7 Assess the effectiveness of own writing when evaluating and editing.	
EWC3.8 Propose changes to vocabulary to improve consistency when evaluating and editing text.	
EWC3.9 Proof read for spelling errors when evaluating and editing.	
EWC 3.10 Read own writing aloud, to a group or the whole class, using appropriate intonation.	
Vocabulary, Grammar and Punctuation (EWVGP)	
EWVGP3.1 Extend a range of sentences with more than one clause by using a simple range of conjunctions, including	
When	Because
if	although
EWVGP3.2 Use the present perfect form of verbs in contrast to the past tense. ('I've lived in this small village all my life.' [i.e. up to the present and probably into the future too.]	
EWVGP3.3 Use nouns appropriately to avoid repetition.	
Use pronouns appropriately to avoid repetition.	
EWVGP3.4 Express time and cause by using simple	
Conjunctions	
Adverbs	
Prepositions	
EWVGP3.5 Use and punctuate direct speech	
EWVGP3.6 Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately.	
Preposition	subordinate clause
Conjunction	direct speech
word family [root word]	Consonant/consonant letter
Prefix	Vowel/ vowel letter
clause	inverted commas
EWVGP3.7 Indicate possession by using the possessive apostrophe with plural nouns.	
Sentence Types	
2 pairs sentences	
Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction 'and' <i>Exhausted and worried, cold and hungry, they did not know how much further they could go</i>	
Emotion word, (comma) sentences	
Does not conform with traditional subject-verb combination sentence. Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. <i>Desperate, she screamed for help</i>	
3 ed sentences	
(or 2_ed could be used)	
Three related adjectives, each of which ends in –ed. Usually the adjectives will describe an emotion. Display a A-Z of –ed adjectives <i>Frightened, terrified, exhausted, they ran from the creature</i>	
Ad, same ad sentences	

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Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. Once children have grasped this, introduce words other than ‘because’ to bridge the sentence

He was a fast runner, fast because he needed to be.

Verb, person sentences

A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence

Flying, John had always been terrified of it

Short sentences

Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Ellipsis marks may be used also to indicate a stutter

Then it happened.

Year 4	
Spelling (EWTS)	
EWTS4.1 Use a widening range of prefixes and suffixes for the same sound and understand how to add them	
'sion' 'tion'	our' 'or' 'ous'
'sure' 'ture' 'cher'	'ion' 'ian'
EWTS4.2 Spell further homophones, identifying the different spellings:	
They, their, they're	
Here, hear	
EWTS4.3 Spell words that are often misspelt and explain the reasons why this happens (See the 3/4 common exception words Appendix 1 and in learning logs)	
EWTS4.3 Spell words that are often misspelt and explain the reasons why this happens e.g. <i>happy, happier (rule, drop y, replace with 'i', add 'er')</i>	
EWTS4.4 Place the possessive apostrophe accurately and in words with:	
regular plurals (for example, girls', boys')	
irregular plurals (for example, children's)	
EWTS4.5 Use the knowledge of alphabetical order to check the spelling of a word in a dictionary.	
EWTS4.6 Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far from the Year 4 section of appendix 2.	
Handwriting (EWTH)	
EWTH4.1 Use the diagonal and horizontal strokes that are needed to join letters.	
EWTH4.2 Understand which letters, when adjacent to one another, are best left un-joined: e.g. af, y (at end of word) az	
EWTH4.3 Increase the legibility, consistency and quality of handwriting - ensuring that the down strokes of letters are parallel and equidistant.	
EWTH4.4 Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	
Composition (EWC)	
EWC4.1 Plan writing by discussing examples (with a text appropriate to the Year4 age group) similar to that which they are planning to write. Identify features of its:	
structure	
vocabulary	
grammar	
EWC4.2 Plan writing by discussing and recording ideas with a range of people; identify differences in these ideas.	

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EWC4.3 Draft and write as a result of composing and rehearsing sentences orally which include:	
dialogue;	
progressively improve by building a varied and rich vocabulary;	
include a range of sentence structures.	
EWC4.4 Draft and write paragraphs around a theme, developing an idea or concept throughout.	
EWC4.5 Draft and write narratives, creating more detailed:	
settings;	
characters;	
a detailed plot in chronological order of main events.	
EWC4.6 Draft and write non-narrative material, using a range of organisational devices:	
bullet points,	
tables,	
captions,	
headings and sub-headings	
EWC4.7 Evaluate and edit by assessing the effectiveness of own writing; suggest improvements.	
Evaluate and edit by assessing the effectiveness of others' writing; suggest improvements.	
EWC4.8 Evaluate and edit by proposing changes to grammar to improve consistency	
Evaluate and edit by proposing changes including the accurate use of pronouns in sentences.	
EWC4.9 Evaluate and edit by proof-reading for punctuation errors	
EWC4.10 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
Vocabulary, Grammar and Punctuation (EWVGP)	
EWVGP4.1 Extend the range of sentences with more than one clause by using a wider range of conjunctions, including.	
Once	Whereas
Since	rather than
until	even though
EWVGP4.2 Use the present perfect form of a wide range of verbs in contrast to the past tense, with suggestions for alternatives, e.g.	
<i>I haven't yet visited the capital city. I've lived in this small village in my life.</i>	
EWVGP4.3 Use nouns or pronouns appropriately for clarity and cohesion.	
EWVGP4.4 Use a widening range of conjunctions, adverbs and prepositions to express time and cause.	
Conjunctions	
Adverbs	
prepositions	
EWVGP4.5 Use fronted adverbials.	
EWVGP4.6 Use commas after fronted adverbials.	
EWVGP4.7 Use and punctuate direct speech in sentences with more than one piece of dialogue for the speaker.	
EWVGP4.8 Appropriately and accurately use and understand the grammatical terminology in English Appendix 2 for Year 4 children when discussing their reading and writing, e.g.	
determiner	possessive pronoun
pronoun	adverbial
Sentence Types	
Italics 'stressed word' sentences	
Occurs in written dialogue and helps the reader to <i>hear</i> a word.	
Perfect to use when word processing.	
John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, <i>please</i> ."	
BOYS sentences	
But, Or, Yet, So	

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<p>Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOYS) <i>He was a friendly man, but he could become nasty</i> <i>It was a warm day, yet the clouds gathered</i></p>
<p>Many questions sentences Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark Beware of unnecessary capitalisation <i>Where is the treasure? the diamonds? the gold? the rubies?</i></p>
<p>Double ly ending sentences Ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence <i>The worried people ran, quickly and purposefully</i> <i>He swam, slowly and falteringly</i></p>
<p>P.C. sentences (paired conjunctions) Some words demand a second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as E.g. <i>It was both cold and unpleasant for him to work there</i></p>
<p>Noun, which/who/where sentences Has an embedded/subordinate clause. Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with which. <i>Cakes, which taste fantastic, are not so good for your health</i></p>
<p>Fronted adverbial sentences (Begins with an adverb Silently, the boy swam across the river)</p>

Year 5	
Spelling (EWTs)	
EWT5.1 Use further prefixes and suffixes and understand the guidance for adding them .E.g. words ending in	
cious, tious,	tient, tiant,
cial, tial, ant,	ably, able
ation, ance, ancy	
EWT5.2 Spell some words with ‘silent’ letters. E.G	
ph (as in telephone),	l (as in talk)
w (as in wreck),	k (as in knight)
h (as in white),	
EWT5.3 Continue to distinguish between homophones and other words which are often confused.	
Aloud/ allowed	Heard/herd
Affect/effect	Draft/draught
Altar/alter	Principal/principle
Bridal/ bridle	Stationary/stationery
Cereal/ serial	Steal/steel
Farther/father	who’s/whose
Guessed/guest	
EWT5.4 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Y5/6 English (Appendix 1).	
EWT5.5 Use dictionaries to check the spelling and meaning of words and identify word class in context (nouns, verbs, adjectives).	
EWT5.6 Use the first three or four letters of a word to check spelling and meaning, or both of these, in a dictionary.	

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EWT5.7 Use a thesaurus to suggest suitable synonyms for commonly used words	
Handwriting (EWT5)	
EWT5.1 Choose which shape of a letter to use when given choices and decide whether or not to join specific letters	
EWT5.2 Choose the writing implement that is best suited for a task (purple pen for editing purposes, coloured pencils/ highlighters for identifying different features)	
Composition (EWC)	
EWC5.1 Identify the audience for and purpose of a piece of writing Use other similar writing as models; plan writing accordingly.	
EWC5.2 Note and develop initial ideas, drawing on reading and research where necessary; plan writing accordingly.	
EWC5.3 Consider how authors have developed characters in texts read, listened to/seen performed Consider how authors have developed settings in texts read, listened to or seen performed; Use knowledge gained to write narrative plots – such as next chapters.	
EWC5.4 Select appropriate <u>grammar</u> when drafting and writing; understand how such choices can change meaning Select appropriate <u>vocabulary</u> when drafting and writing; understand how such choices can change meaning	
EWC5.5 Describe settings Describe characters Integrate dialogue when drafting and writing narrative	
EWC5.6 Create simple précis of longer passages of text when drafting and writing.	
EWC5.7 Use a wide range of devices to build cohesion within and across paragraphs when drafting and writing. adverbials of time, place, number tense choices using connectives to join sentences (secondly, furthermore, then, after that, this, firstly etc),	
EWC5.8 Use further organisational and presentational devices to structure text when drafting and writing	
EWC5.9 Evaluate and edit by assessing the effectiveness of own and others' writing.	
EWC5.10 Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects.	
EWC5.11 Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	
EWC5.12 Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.	
EWC5.13 Proof read for spelling and punctuation errors.	
Vocabulary, Grammar and Punctuation (EWWGP)	
EWWGP5.1 Use the perfect form of verbs to mark relationships of time and cause. Present Perfect: I have finished my homework already. Past Perfect: He had watched TV for an hour before dinner. Future Perfect: Nancy will have finished by the time her parents return	
EWWGP5.2 Use expanded noun phrases to convey complicated information concisely.	
EWWGP5.3 Use relative clauses beginning with an implied (i.e. omitted) relative pronoun.	
Who	Whose
which	What
when	with
where	
EWWGP5.4 Use commas to clarify meaning or avoid ambiguity in writing.	
EWWGP5.5 Use hyphens to avoid ambiguity.	
EWWGP5.6 Use punctuation to indicate parenthesis	
brackets	commas
dashes	
EWWGP5.7 Punctuate bullet points consistently	
EWWGP5.8 Use and understand grammatical terminology for Year 5 children accurately and appropriately Including	

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modal verb		Parenthesis
relative pronoun		Cohesion
relative clause		ambiguity
Indicate degrees of possibility using adverbs (e.g. perhaps, surely)		
Sentence Types		
O.(I.) sentences OR		
Outside: Inside sentences		
Possible words for beginning second sentence: However...In truth... Secretly...Happy/sad...Brave/terrified etc. <i>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</i>		
Irony sentences		
<i>Our 'luxury' hotel turned out to be a Farm outbuilding</i>		
ing, ed		
<i>Walking in the bush, she stopped at the sight of a crocodile facing her.</i>		
The more, the more sentences		
<i>The more upset she was, the more her tears flowed</i> <i>The less happy he became, the less likely he was to smile</i>		
Personification of weather sentences		
<i>The rain wept down his window</i> <i>The rain wept pitifully down his window</i>		
If, if, if, then sentences		
(if, if, then for differentiation) If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed)		

Year 6		
Spelling (EWTS)		
EWTS6.1 Use a full range of further prefixes and suffixes and understand the guidance for adding them E.g. words ending in		
cian, ciate, cial, cient		ance
ibly, ible		ery, ory, ary
sure, sion, sion, ssion		le, el, al
ent, ence, ency		er, or, ar
EWTS6.2 Spell words with a wide range of 'silent' letters. E.g		
b (doubt)		n (solemn)
s (island)		t (thistle)
m (lamb)		
EWTS6.3 Continue to distinguish between homophones and other words which are often confused, giving examples of the words used in different contexts. (<i>nouns end -ce and verbs end -se</i>).		
advice/advise		lead/ lead
device/devise		morning/mourning
licence/license		past/past/passed
practice/practise		precede/proceed
aisle/isle:		descent/dissent
ascent/assent		desert/desert/dessert
compliment/complement		profit/prophet
prophecy/prophesy		
EWTS6.4 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed for Year 6 in English (Appendix 1 – also found in learning logs). E.g Foreign, yacht, neighbour		

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EWTS6.5 Use dictionaries to check the spelling and meaning of words, identifying derivative forms and explaining etymology of words.
EWTS6.6 Use the knowledge of alphabetical order to check spelling and meaning, or both, of words in a dictionary.
EWTS6.7 Use a thesaurus to find alternative synonyms and antonyms for common words which change the mood of sentences.
Handwriting (EWTH)
EWTH6.1 Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.
EWTH6.2 Choose the writing implement that is best suited for a task (purple pen for editing purposes, coloured pencils/ highlighters for identifying different features)
Composition (EWC)
EWC6.1 Identify the audience for and purpose of a piece of writing; Select the appropriate form for a piece of writing; Use other similar writing as models when planning a piece of writing.
EWC6.2 Note and develop a range of ideas, drawing on reading and research from a variety of different sources where necessary, when planning a piece of writing.
EWC6.3 Plan writing narratives considering how authors have: developed characters; have developed settings in texts read, listened to or those seen performed; suggest related alternative narrative plots, such as sequels.
EWC6.4 Draft and write by selecting appropriate: Grammar; Vocabulary;
EWC6.5 Describe settings, Describe characters Describe atmosphere integrate dialogue to convey character Integrate dialogue to advance the action when drafting and writing narratives.
EWC6.6 Create simple précis of longer passages of text into more concise passages when drafting and writing
EWC6.7 use a wide range of devices to build cohesion within and across paragraphs, making links between different paragraphs (e.g. as previously mentioned), when drafting and writing.
EWC6.8 Use further organisational and presentational devices to structure text and guide the reader when drafting and writing.
EWC6.9 Assess the effectiveness of own and others' writing; compare and contrast between them when evaluating and editing
EWC6.10 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning when evaluating and editing.
EWC6.11 Distinguish between the language of speech and writing, choosing the appropriate register, when evaluating and editing
EWC6.12 Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation (E WVGP)
EWVGP6.1 Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. E.g. Had I known...If we had...I wish...He ran as though . Propose, recommend, suggest, required improvements e.g. <i>If I were the prime minister...</i>
EWVGP6.2 Use passive verbs to affect the presentation of information in a sentence. The subject is having the action done to it, e.g. waves were created by the wind, the cake was eaten by Aneesah, Animals are hunted by predators. Usually used the verb form had been or was, e.g. was stolen, was captured
EWVGP6.3 Use the perfect form of verbs to mark relationships of time and cause. <i>The perfect form is the verb tense used to indicate a completed, or "perfected," action or condition. Verbs can appear in any one of three</i>

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<i>perfect tenses: present perfect, past perfect, and future perfect. Verbs in the perfect form use a form of "have" or "had" + the past participle. (It is the form of the helping verb that indicates the tense.)</i>	
Present Perfect: I have finished my homework already.	
Past Perfect: He had watched TV for an hour before dinner.	
Future Perfect: Nancy will have finished by the time her parents return.	
EWVGP6.4 Use modal verbs or adverbs to indicate degrees of possibility including	
can	should
could	may
will	might
would	must
shall	ought
EWVGP6.5 Mark boundaries between independent clauses using	
semi-colons,	dashes
colons	
EWVGP6.6 Use a colon to introduce a list.	
EWVGP6.7 Use and understand the grammatical terminology for Year 6 children accurately and appropriately when discussing English.	
Sentence	Object
Subjunctive	Active
text	Passive
cohesive devices	Synonym
Adverbials	Antonym
Ellipses	Ellipsis
Clause	Hyphen
Phrase	Colon
Punctuation	semi-colon
subject	bullet points
Sentence Types	
Imagine 3 examples: sentences <i>E.g. Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time</i>	
Active and passive sentences <i>The school arranged a visit – active</i> <i>A visit was arranged by the school – passive</i>	
Tell: show 3; examples sentences <i>He was feeling relaxed: shoes off; shirt undone; lying on the sofa</i>	
Object/person (aka...) sentences <i>John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him.</i>	
Getting worse/getting better sentences <i>We knew Tim was naughty, and his brother was uncontrollable, but their cousin Damien was evil.</i>	
When_ ; when_ ; when_ ; then_ . sentences <i>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</i>	
De: De Description: Details sentences A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon’s function is to signal that information in second clause will expand on information in the first part of the sentence. Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example) <i>Snails are slow: they take hours to cross the shortest of distances.</i> <i>She wondered if it would ever end: it soon would, but not as s/he expected!</i>	
3 bad – (dash) question sentences	

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Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic

Thirst, heatstroke, exhaustion – which would kill him first?

Name – adjective pair – sentences

Works on a show and tell basis where name and details form the main clause

Little Tim – happy and generous – was always fun to be around.

Some; others sentences

Some people love football; others just can't stand it

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