At Alderman Cogan's Church of England Primary Academy writing is a key lesson that is taught every day. Writing lessons are based around a 'key text' that is linked to the classes Key Project. The skill of writing can be split up into 5 main subjects. This document explains what objectives are taught in each year group during writing lessons.

Year	Word	Sentence	Text	Punctuation	Writing genres	Terminology
FS1	Write short strings of letters to represent words. Write symbols and shapes that look like writing. Assign meaning to the marks **Attempts to write name**	I can orally compose a sentence and hold it in my memory before I start to write it.	beginning to know the structure of familiar stories listen to rhymes and poems	becoming aware of marks in books e.g. full stops	Can write simple labels	story, rhyme, poem sentence name
FS2	Spell out words with consonant clusters, vowel digraphs and trigraphs. Write more challenging words with a sound knowledge of set 1 sounds Use different spelling choices and more syllables. Plausible attempts	Can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.	understand that stories have a beginning, middle and end listen to rhymes and poems, beginning to know the patterns e.g. rhyme	separation of words with spaces write sentences using full stops and capital letters	Can write captions Can write instructions. Can write postcards.	letter, capital letter word, special friends (digraph) sentence: capital letter, full stop label, captions, instruction, poem, rhyme, story, beginning, middle and end

1	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*]	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and* ___ing ___ed	Sequencing **sentences** to form short narratives	Separation of **words** with spaces write sentences using capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*	Recounts including diary entries Simple narratives and descriptions	letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

2	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]	**Subordination** (using *when*, *if*, *that*, *because*) and **coordination** (using *or*, *and*, *but*)	Correct choice and consistent use of **present tense** and **past tense** throughout writing	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**	Simple narratives including descriptions	noun, noun phrase
	Formation of **adjectives** using **suffixes** such as *–ful*, *–less*	Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]	Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]	Commas to separate items in a list	Letters	statement, question, exclamation, command
	(A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)	**How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command		**Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	Recounts including diary entries	compound, suffix
	Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**	2 AD Double ly ending B. O. B. A Verb, person			Simple information texts about real life events	adjective, adverb, verb tense (past, present)
					Poems	apostrophe, comma

| 3 | 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*, <u>*an* open box</u>]

Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] | Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

List sentences
Simile
Connectives add on to BOBA | Introduction to paragraphs as a way to group related material
Headings and subheadings to aid presentation
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*] | Introduction to inverted commas to **punctuate** direct speech | Narratives including a simple plot, setting and character descriptions

Poetry

Diary entries

Letters

Newspaper reports

Information texts

Persuasive texts | preposition, conjunction
word family, prefix
clause, subordinate clause
direct speech
consonant, consonant letter vowel, vowel letter
inverted commas (or 'speech marks') |

| 4 | 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*] | 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*)
Fronted adverbials [for example, <u>*Later that day*</u>, *I heard the bad news.*]

B. O. Y. S
2 pairs
Emotion word,
Double ly ending
All the Ws
Short | Use of paragraphs to organise ideas around a theme
Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition | 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!"*]
Apostrophes to mark **plural** possession [for example, *the girl's name*, *the girls' names*]
Use of commas after **fronted adverbials** | Narratives including a simple plot, setting and character descriptions

Poetry

Diary entries

Letters

Newspaper reports
Information texts

Persuasive texts | determiner
pronoun,
possessive pronoun
adverbial |

| 5 | Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –*ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*] | **Relative clauses** beginning with *who, which, where, when, whose, that,* or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*] 3 _ ed 2 pairs Noun, which, who, where 3 bad – (dash) question? Personification of weather ___ing, ___ed | Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | Narratives including dialogue to further the plot, setting and character descriptions Poetry Diary entries Formal and informal letters Newspaper reports Detailed information texts including reports and biographies Persuasive texts | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity |

| 6 | 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*]. | 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)*].

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]

If, if, if, then
Some; others sentences
Irony
De:De
O. (I.) | 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 contrast*, or *as a consequence*], and **ellipsis**

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | Use of the semicolon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]

Use of the colon to introduce a list and use of semicolons within lists

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*] | Narratives including dialogue to further the plot, setting and character descriptions

Poetry

Diary entries

Formal and informal letters

Newspaper reports

Detailed information texts including reports and biographies

Persuasive texts | subject, object
active, passive
synonym, antonym
ellipsis, hyphen, colon, semi-colon, bullet points |