



Year 1		
Composition	Handwriting	Vocab, Punctuation and Grammar
<ul style="list-style-type: none"> <li>• Say out loud what is going to be written</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what is written to check that it makes sense</li> <li>• Discuss what is written with the teacher or other pupils</li> <li>• Read writing aloud, clearly enough to be heard by peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Form digits 0-9</li> <li>• Form capital letters</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and join clauses using 'and'</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>



Year 2		
Composition	Handwriting	Vocab, Punctuation and Grammar
<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write poetry</li> <li>• Write for different purposes, including real life events</li> <li>• Plan or say out loud what is going to be written</li> <li>• Write down ideas and/or key words, including new vocabulary</li> <li>• Evaluate writing with the teacher and other pupils (reading 1 sentence at a time)</li> <li>• Re-read writing to check that it makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation [full stops &amp; capital letters]</li> <li>• Read what is written aloud, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters</li> <li>• Write capital and lower case letters of the correct size, orientation and relationship to one another</li> <li>• Understand which letters need to be joined in writing</li> <li>• Form lowercase letters of the correct size, relative to one another</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes)</li> <li>• Write sentences with different forms, e.g. statements, questions, exclamations and commands</li> <li>• Use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• Use the present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use and understand the grammatical terminology for Year 2 when discussing writing (English Appendix 2)</li> </ul>



Year 3		
Composition	Handwriting	Vocab, Punctuation and Grammar
<ul style="list-style-type: none"> <li>• Discuss writing similar to that which is being planned to write and identify similarities (structure, vocabulary and grammar)</li> <li>• Draft and write by organising paragraphs around a theme in narratives, creating settings and characters</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally, using varied and rich vocabulary and an increasing range of sentence structures (conjunctions, adverbs, prepositions).</li> <li>• Draft and write by organising paragraphs around a theme in non-narrative material, using simple organisational devices [headings and sub-headings]</li> <li>• Propose changes to grammar and vocabulary to improve writing, using pronouns in sentences</li> <li>• Read writing aloud to a group or the whole class, beginning to control the tone and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Use some diagonal and horizontal strokes that are needed to join letters in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Choose nouns or pronouns to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>



Year 4		
Composition	Handwriting	Vocab, Punctuation and Grammar
<ul style="list-style-type: none"> <li>• Discuss writing similar to that which is planned to be written in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Draft and write by organising paragraphs around a theme in narratives, creating settings, characters and plot</li> <li>• Compose and rehearse sentences orally, using varied and rich vocabulary and an increasing range of sentence structures (fronted adverbials)</li> <li>• Draft and write by organising paragraphs around a theme in non-narrative material, using simple organisational devices [headings, sub-headings, links between paragraphs]</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Read writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• Assess the effectiveness of own and others' writing and suggest improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> </ul>	<ul style="list-style-type: none"> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use fronted adverbials</li> <li>• Use commas after fronted adverbials</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Accurately use standard English when discussing my writing and reading (e.g we were instead of we was or I did instead of I done)</li> </ul>

Writing- Year 5		
Composition	Handwriting	Vocab, Punctuation and Grammar
<ul style="list-style-type: none"> <li>Identify the audience and purpose of writing, using other similar writing as models and develop initial ideas, drawing on reading where necessary</li> <li>Consider how authors have developed characters and settings in writing narratives from shared reading experiences</li> <li>Select appropriate grammar and vocabulary, using a range of technical and specific words to enhance meaning</li> <li>Describe settings, characters and atmosphere in narratives, and integrate dialogue to convey character and advance the action</li> <li>Link paragraphs together by using adverbial phrases- 'With a smiling face'</li> <li>Organise and present non-fiction writing so it is easy to read for example using; headings, bullet points, underlining</li> <li>Assess the effectiveness of my own and others' writing</li> <li>Edit work by proposing changes to vocabulary, grammar and punctuation to improve writing</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task when given a choice</li> </ul>	<ul style="list-style-type: none"> <li>Use passive verbs to affect the presentation of information in a sentence</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e omitted) relative pronoun use commas to clarify meaning</li> <li>Use brackets, dashes or commas to indicate parenthesis punctuate bullet points consistently</li> <li>Use and understand the grammatical terminology appropriately in discussing writing and reading</li> </ul>

Writing- Year 6		
Composition	Handwriting	Vocab, Punctuation and Grammar
<ul style="list-style-type: none"> <li>Effectively identify the audience and purpose of writing, selecting the appropriate form and using other similar writing as models</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Consider how authors have developed characters and settings in writing from narratives read, listened to or seen performed</li> <li>Select appropriate grammar and vocabulary that is imaginative and appropriate, including a use of technical and specific words</li> <li>Describe settings, characters and atmosphere in narratives, and integrate dialogue to convey character and advance the action, understanding how choices effect meaning</li> <li>Build cohesion within and across paragraphs in fiction and non-fiction writing- 'As previously mentioned'</li> <li>Organise and present non-fiction writing so it is using; repetition of a phrase or word, grammatical connectives and technical vocabulary</li> <li>Assess the effectiveness own and others' writing giving constructive reasons</li> <li>Edit work by changing vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Consistently use the correct tense throughout a piece of writing</li> <li>Use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</li> <li>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Choose the writing implement that is best suited for a task</li> <li>Choose which shape of a letter to use, as part of a personal choice and decide whether or not to join specific letters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Use hyphens to avoid ambiguity</li> <li>Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use a colon to introduce a list</li> <li>Use and understand the grammatical terminology accurately and appropriately in discussing my writing and reading</li> </ul>

# English - Writing Programme of Study



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