



# Toddington St. George C of E School

## Curriculum Intent – Knowledge Builder

### English Writing - Primary Curriculum

**Subject Intent Statement:**

Our intent at Toddington St George is that all pupils by the end of Year 4 will be able to communicate effectively and confidently in standard English. They will be able to listen to the spoken word attentively with understanding and empathy. They will be able to read a range of materials fluently, critically and with understanding, for enjoyment and for information. They will be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

Year 1	Year 2	Year 3	Year 4
<p><b>Key knowledge</b>  <b>Writing transcription</b>  <b>Spelling (see English Appendix 1)</b>            Pupils should know how to:            spell:            words containing each of the 40+ phonemes already taught            common exception words            the days of the week            name the letters of the alphabet:            naming the letters of the alphabet in order            using letter names to distinguish between alternative spellings of the same sound            add prefixes and suffixes:            using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs            using the prefix un–            using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]            apply simple spelling rules and guidance, as listed in English Appendix 1</p>	<p><b>Key Knowledge</b>  <b>Writing transcription</b>  <b>Spelling (see English Appendix 1)</b>            Pupils should know how to spell by:            segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly            learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones            learning to spell common exception words            learning to spell more words with contracted forms            learning the possessive apostrophe (singular) [for example, the girl's book]            distinguishing between homophones and near-homophones            add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly            apply spelling rules and guidance, as listed in English Appendix 1</p>	<p><b>Key Knowledge:</b>  <b>Writing transcription</b>  <b>Spelling (see English Appendix 1)</b>            Pupils will begin to know how to: use further prefixes and suffixes and understand how to add them (English Appendix 1)            spell further homophones            spell words that are often misspelt (English Appendix 1)            place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]            use the first two or three letters of a word to check its spelling in a dictionary            write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Handwriting</b></p>	<p><b>Key Knowledge:</b>  <b>Writing transcription</b>  <b>Spelling (see English Appendix 1)</b>            Pupils will know confidently how to use further prefixes and suffixes and understand how to add them (English Appendix 1)            spell further homophones            spell words that are often misspelt (English Appendix 1)            place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]            use the first two or three letters of a word to check its spelling in a dictionary            write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Handwriting</b></p>

<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Handwriting</b> sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Grammar spelling and punctuation Word</b> Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p><b>Sentence</b> How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><b>Text</b> Sequencing <b>sentences</b> to form short narratives</p> <p><b>Punctuation</b> Separation of <b>words</b> with spaces</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><b>Handwriting</b> Pupils should know how to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p><b>Grammar spelling and punctuation Word</b> Formation of <b>nouns</b> using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of <b>adjectives</b> using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 57 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></p> <p><b>Sentence</b> <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p>	<p>Will begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><b>Grammar spelling and punctuation Word</b> Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i>] Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i>] <b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]</p> <p><b>Sentence</b> Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</p> <p><b>Text</b> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p> <p><b>Punctuation</b></p>	<p>Fluently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><b>Grammar spelling and punctuation Word</b> The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p><b>Sentence</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p><b>Text</b> Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p> <p><b>Punctuation</b> Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>
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<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p><b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command</p> <p><b>Text</b></p> <p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p><b>Punctuation</b></p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</p> <p>Use of commas after <b>fronted adverbials</b></p>
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<p><b>Key Skills</b> <b>Overarching</b> apply phonic skills and use vocabulary from speaking and listening and reading to write with growing fluency</p> <p><b>Subject specific</b> <b>Composition</b> write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Grammar and punctuation</b> develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p><b>Key Skills</b> <b>Overarching</b> apply phonic skills and use vocabulary from speaking and listening and reading to write with growing fluency</p> <p><b>Subject specific</b> <b>Composition</b> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><b>Grammar and punctuation</b> develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p>	<p><b>Key Skills:</b> <b>Overarching</b> use spelling rules to attempt new spellings and use vocabulary from speaking and listening and reading to write with growing fluency <b>Subject specific</b> <b>Composition</b> plan their writing by: discussing writing similar to that which they are planning to write to understand and learn from the way it is written discussing and recording ideas draft and write by composing and rehearsing sentences orally organise paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.</p> <p><b>Grammar and punctuation</b> develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by beginning to : extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although use the present perfect form of verbs in contrast to the past tense</p>	<p><b>Key Skills:</b> <b>Overarching</b> use spelling rules to attempt new spellings and use vocabulary from speaking and listening and reading to write with growing fluency <b>Subject specific</b> <b>Composition</b> plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by composing and rehearsing sentences orally organise paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices evaluate and edit by: assessing the effectiveness of writing, suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors 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.</p> <p><b>Grammar and punctuation</b> cement their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense</p>
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	<p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>use fronted adverbials</p> <p>learn the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>beginning to use commas after fronted adverbials</p> <p>Beginning to indicate possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>begin to use and understand the grammatical terminology in English Appendix 2 when discussing their writing and reading.</p>	<p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p><b>Key Vocabulary</b></p> <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>	<p><b>Key Vocabulary</b></p> <p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>	<p><b>Key Vocabulary:</b></p> <p><b>From KS1</b></p> <p><b>KS2:</b></p> <p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>	<p><b>Key Vocabulary:</b></p> <p>determiner</p> <p>pronoun,</p> <p>possessive pronoun</p> <p>adverbial</p>

