

EYFS Development Matters						
	Physical Development – Fine Motor		Literacy - Writing		Literacy - Comprehension	
	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.		Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		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.	
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Colour Monster Goes to School So Much A Friend For Henry In Every House, On Every Street	Room on the Broom The Wheels on the Tuk Tuk Ning and the Night Spirits The Jolly Christmas Postman	Look Up! How to Catch A Star The Magic Paintbrush	Super Milly and the Super Day at School Supertato Superworm	Jack and the Beanstalk The Three Little Pigs Little Red Riding Hood	Bringing the Rain to Kapiti Plain Greta and the Giants We are Water Protectors

National Curriculum						
	Transcription		Handwriting	Composition	Vocabulary, Grammar and Punctuation	
	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 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far		Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: 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	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 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	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Three Little Wolves Wanted Poster Little Red Setting Description Hansel and Gretel Instructions	Bear Hug Non-Chronological Report If all the world were Explanation The Snowman Invitation	Professor Astro Cat Non-Chronological Report Beegu Advert Violet the Pilot Diary Entry	Coming to England Diary Entry The Queen’s Hat Narrative	Dinosaurs Wanted Poster The Fossil Hunter Setting Description Instructions	Meerkat Mail Narrative A is For Africa Advert Poetry Brown Bear Poetry

Tooting Primary School Writing Curriculum

National Curriculum						
	Transcription		Handwriting	Composition		Vocabulary, Grammar and Punctuation
	Pupils should be taught 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 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		Pupils should be taught to: form lower-case letters of the correct size relative to one another 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 write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters	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) 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		Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Magic Finger Narrative Reaching the Stars – Poems About Extraordinary Women and Girls Poetry	The Big Book of the Blue Descriptive Writing The Rainbow Bear Non-Chronological Report	The Great Fire of London Story Writing Recount Persuasive Speech Vlad and the Great Fire of London Persuasive Speech	The Big Book of the UK Advert We are Britain! Narrative	The Detective Dog Character Description Pigeon Impossible Newspaper Article	Polly Plum Setting Description Narrative The Treasure of Pirate Frank Instructions Poetry

Tooting Primary School Writing Curriculum

National Curriculum						
	Transcription		Handwriting	Composition		Vocabulary, Grammar and Punctuation
	Spelling (Pupils should be taught to: use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals 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.		Pupils should be taught 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 increase the legibility, consistency and quality of their handwriting	Pupils should be taught to: 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 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		Pupils should be taught to: develop their understanding of the concepts 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 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
Year 3	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
	The First Drawing Narrative – Diary Entry Stone Age Boy Narrative - Graphic Novel Poetry - MORERAPS Stone Age		Crime Scene News Report The Iron Man Instructions Persuasive Letter	Granny Came Here on the Empire Windrush Narrative Script – Assembly based on the Windrush	Escape From Pompeii Narrative – Setting Description Firework Night Poetry	Until I Met Dudley Explanation Text Balanced Argument
						Summer 2
						Expedition To Antarctica Narrative

Tooting Primary School Writing Curriculum

National Curriculum						
	Transcription		Handwriting	Composition		Vocabulary, Grammar and Punctuation
	Spelling Pupils should be taught to: use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals 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.		Pupils should be taught 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 increase the legibility, consistency and quality of their handwriting	Pupils should be taught to: 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 (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 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		Pupils should be taught to: develop their understanding of the concepts 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 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
Year 4	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
	Roman Invasion Diary Entry Ancient Rome News Report		Rooftoppers Diary Entry Information Text	Mouse, Bird, Snake, Wolf Character Description Letter Writing Narrative The Cheat Book Newspaper Report	The Miraculous Journey of Edward Tulane Descriptive Writing Drama Narrative	Anglo-Saxon Boy Non-Chronological Report Narrative Beowulf Poetry
						Summer 2 The Fastest Boy in the World Advert Narrative Fair Trade Persuasive Letter

National Curriculum				
	Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
	Pupils should be taught to: - use further prefixes and suffixes and understand the guidance for adding them - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.	Pupils should be taught to: - write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	Pupils should be taught to: - plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing - and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Pupils should be taught to: - develop their understanding of the concepts set out in English Appendix 2 by: - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English - indicate grammatical and other features by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in accurately and appropriately in discussing their writing and reading.

Tooting Primary School Writing Curriculum

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonder Diary Entry Letter Writing Newspaper Report	Boy at the Back of the Class Character Description Graphic Novel Balanced Argument	Treason Biography Newspaper Article Hidden Figures Non-Chronological Report	The Witches Script The Highway Man Poetry	Street Child Diary Entry Character Description Narrative	Climate Emergency Atlas Persuasive Email Explanation Text High Rise Mystery Recount
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Once Prequel Chapter Diary What to Do in A Raid Public Information Film Voiceover	Letters from the Lighthouse Letter to a friend Bear and Hare Narrative	Viking Boy Letter of Complaint Museum Leaflet Saga of Bjorn Motion Film	Seven Ghosts Narrative Graphic Novel	The Iliad and the Odyssey Instructions	Y6 Residential Recount and Review Year 6 Production Program Year 6 Production Trailer