

Hummersea Primary National Framework
Writing Programme of Study
Year 1

	Year 1
Phonic & Whole Word Spelling	Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week. Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound.
Other word building spelling	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. Apply simple spelling rules and guidance from English Appendix 1 .
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	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.
Planning Writing	Saying out loud what they are going to write about. Composing a sentence orally before writing it.
Draft Writing	Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense.
Editing Writing	Discuss what they have written with the teacher or other pupils.
Performance Writing	Read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary	Leaving spaces between words. Joining words and joining clauses using ‘and’.
Grammar	Regular plural noun suffixes –s or –es. Verb suffixes where root words are unchanged. Un– prefix to change the meaning of verbs. To combine words to make sentences, including using and. Sequencing sentences to form short narratives Separation of words with spaces. Sentence demarcation (.!?) Capital letters for names and for the personal pronoun I.
Punctuation	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’.
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

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Writing Programme of Study

Year 2

	Year 2
Phonic & Whole Word Spelling	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. Distinguishing between homophones and near-homophones.
Other word building spelling	Learning to spell more words with contracted forms. Learning the possessive apostrophe. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Apply spelling rules and guidance, as listed in English Appendix 1 .
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	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.
Contexts for Writing	Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes.
Planning Writing	Planning or saying out loud what they are going to write about.
Draft Writing	Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.
Editing Writing	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.
Performance Writing	Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary	Expanded noun phrases to describe and specify.
Grammar	Sentences with different forms: statements, questions, exclamation, command. 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, but,) Some features of written Standard English. Suffixes to form new words (-ful, -er, ness) Sentence demarcation. Commas to lists. Apostrophes for omission and singular possession.
Punctuation	Learning how to use both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
Grammatical Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

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Year 3

	Year 3
Phonic & Whole Word Spelling	Spell further homophones. Spell words that are often misspelt (English Appendix 1).
Other word building spelling	Use further prefixes and suffixes and understand how to add them. 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.
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	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.
Contexts for Writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Planning Writing	Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Draft Writing	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].
Editing Writing	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.
Performance Writing	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	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause.
Grammar	Using the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'. Word families based on common words (solve, solution, dissolve, insoluble)
Punctuation	Using and punctuating direct speech.
Grammatical Terminology	Adverb, preposition conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Hummersea Primary National Framework
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Year 4

	Year 4
Phonic & Whole Word Spelling	Spell further homophones. Spell words that are often misspelt (English Appendix 1).
Other word building spelling	Use further prefixes and suffixes and understand how to add them. 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.
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	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.
Contexts for Writing	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Planning Writing	Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Draft Writing	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].
Editing Writing	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.
Performance Writing	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	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause.
Grammar	Using fronted adverbials. Difference between plural and possessive 's'. Standard English verb inflections. (I did 'Vs' I done) Extended noun phrases, including prepositions. Appropriate choice of pronoun or noun to create cohesion.
Punctuation	Using and punctuating direct speech.
Grammatical Terminology	Determiner, pronoun, possessive noun, adverbial.

Hummersea Primary National Framework
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Year 5

	Year 5
Phonic & Whole Word Spelling	Spell some words with 'silent' letters. 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.
Other word building spelling	Use further prefixes and suffixes and understand the guidance for adding them. 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.
Handwriting	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.
Contexts for Writing	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Planning Writing	Noting and developing initial ideas, drawing on reading and research where necessary.
Draft Writing	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.
Editing Writing	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.
Performance Writing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Uses a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.
Grammar	Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that, with an implied (ie omitted) relative pronoun. Converting nouns or adjectives into verbs. Verb prefixes. Devices to build cohesion, including adverbials of time, place and number.
Punctuation	Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis.
Grammatical Terminology	Modal verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion, ambiguity.

Hummersea Primary National Framework
Writing Programme of Study
Year 6

	Year 6
Phonic & Whole Word Spelling	Spell some words with 'silent' letters. 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.
Other word building spelling	Use further prefixes and suffixes and understand the guidance for adding them. 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.
Handwriting	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.
Contexts for Writing	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Planning Writing	Noting and developing initial ideas, drawing on reading and research where necessary.
Draft Writing	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. Précising 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.
Editing Writing	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.
Performance Writing	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Uses a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.
Grammar	Recognise 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 make relationships of time and cause. Differences in informal and formal language. Synonyms and antonyms. Further cohesive devices such as grammatical connections and adverbials. Use of ellipsis.
Punctuation	Using hyphens to avoid ambiguity. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list punctuating bullet points consistently.
Grammatical Terminology	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.