



Rawmarsh Ryecroft Infants School Curriculum Map



Writing		<u>Values and Vision</u> "Secure, Happy and Successful" Resilience - I always keep going Respect - I value everybody and everything Care - I look after my world and the people in it. Achievement - I try to be the best I can be Community - I am proud of where I belong.			
Intent English has an essential place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Literature, especially, plays a key role in such development.		Implementation At Ryecroft, Literacy is taught via a daily, structured Literacy session which is based upon the National Curriculum objectives. Children are taught to write clearly, accurately and coherently by planning, revising and evaluating their writing. Topics are used as a hook for writing and we encourage children to discuss their ideas and be imaginative and creative. Children are taught to communicate their ideas pictorially and orally and then organise them coherently for a reader. We encourage clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Children regularly present their work and we use this as a tool to encourage and support. Children are expected to incorporate their phonic knowledge into their writing. Spelling is practised daily as part of the Read, Write Inc sessions and within English sessions.		Impact Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They will be able to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. They will be competent in the arts of speaking and listening, participating in performances and role play.	
	Taught Through	Objectives (NC and ELG)	Skills	Knowledge	Vocabulary
FS2	Writing sessions Continuous provision Circle time	ELG CAL S - To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S - To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. LAU - To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; LAU - To make comments about what they have heard and ask questions to clarify their understanding;	I can join in with discussions by offering my own ideas. I can use new vocabulary when I join in with class discussions. I can give some explanations as to why things might happen using new vocabulary. I can make comments about what I have heard. I can ask questions to clarify my understanding. I can hold a conversation with my teacher or friends.	I know how to join in with discussions knowing when to share my own ideas. I know how to use new vocabulary that I have learnt in class discussions. I know how to explain why things might happen using the new vocabulary that I have learnt. I know how to ask questions based on what I have listened to. I know how to ask a question to find out more information and clarify my understanding. I know how to hold a conversation by listening and responding when appropriate.	Vocabulary Fiction Non-fiction Discussion Clarify Conversation Understanding Join in Idea Listen Question

		LAU - To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			
	Writing sessions Handwriting sessions Read, Write Inc sessions	ELG L W - Write recognisable letters, most of which are correctly formed. W - Spell words by identifying sounds in them and representing the sounds with a letter or letters. W - Write simple phrases and sentences that can be read by others. ELG PD FSM - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	I can write recognisable letters and most of them are correctly formed. I can spell words by sounding them out. I can write a simple sentence that can be read by someone else. I can hold a pencil correctly.	I know how to write all the letters of the alphabet making sure that most of them are correctly formed. I know how to spell words using my phonic knowledge. I know how to write a simple sentence making sure that it can be read by someone else. I know how to use a tripod grip to hold a pencil correctly.	Phrases Formed Representing Letter Sound Write Pencil Sentence Spell
Y1	Handwriting sessions Writing sessions.	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.	I can sit correctly at a table, holding a pencil comfortably and correctly. I can begin to form lower-case letters and capital letters correctly. I can form digits 0-9. I can understand which letters belong to which handwriting 'families'.	I know how to sit at a table correctly and hold my pencil correctly. I know how to form my lower case letters and capital letters correctly. I know how to form digits 0-9 correctly. I know which letters belong to the same handwriting 'families'.	Lower case Upper case Ascender Descender Entry stroke Writing position Spacing
	RWI - teaches Spelling Additional Phonics	Pupils should be taught to spell: Words containing each of the 40+ phonemes already taught. Common exception words. 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. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	I can spell words containing phonemes already taught. I can spell common exception words. I can name the letters of the alphabet in order and can use letter names to distinguish between alternative spellings of the same sound. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	I know how to spell words using phonemes that I have learnt. I know how to spell year 1 common exception words from memory. I know all the letters of the alphabet and know how to say the letter name to distinguish between sounds. I know how to write simple sentences from memory that include graphemes and common exception words that I have learnt.	Phonemes Common exception words Alternative Alphabet Letters Sounds Spelling Sentence

	Writing sessions Listen and respond appropriately to adults and their peers Maintain attention and participate actively in collaborative conversations. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, performances, role play. Pupils should be taught to spell: 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. 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. 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 write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it.	I can listen and respond appropriately to adults and other children. I can maintain attention and join in conversations. I can speak audibly and fluently with an increasing command of Standard English. I can participate in performances and role play. I can spell words containing phonemes already taught. I can spell common exception words and days of the week. I can name the letters of the alphabet in order. I can use letter names to distinguish between alternative spellings of the same sound. I can 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. I can use the prefix 'un'. I can use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. I can apply simple spelling rules and guidance when adding 'y', new spelling 'ph' and 'wh', using 'k' rather than a 'c' before 'e', 'i' and 'y'. (See English Appendix 1) I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can re-read what I have written to check that it makes sense. I can discuss what I have written with the teacher or other pupils. I can read my writing out loud clearly enough to be heard by my peers and the teacher.	I know how to listen and respond appropriately. I know how to maintain attention and know how to join in with conversations. I know how to project my voice to speak audibly and fluently. I know how to join in with performances and role play. I know how to spell words containing phonemes that I have learnt. I know how to spell common exception words and days of the week from memory. I know the letters of the alphabet in order. I know how to use letter names to name alternative spellings of the same sound. I know how to add the suffix 's' and 'es' for the plural for nouns and third person singular verbs. I know how to use the prefix 'un'. I know how to add the suffixes 'ing', 'ed', 'er' and 'est' when no change is needed to the root word. I know how to apply the spelling rule when adding 'y' and know how to apply spelling rule for 'ph' and 'wh'. I know how to apply the spelling rule for 'k' rather than 'c' when it is before an 'e', 'i' and 'y'. I know how write a simple sentence that has been dictated by the teacher. I and know how to write common exception words that I have learnt so far. I know how to say my sentence before writing it down. I know how to sequence my sentences to form a narrative. I know how to read my sentence to check it makes sense. I know how to discuss what I have written. I know how to read my writing out loud using a loud voice so people can hear.	Common exception words Phonemes Alternative Prefix Suffix Noun Plural Root word Compose Grammar Listen Attention Discussion Alphabet Spelling Sentence Conjunction Joining word Punctuate Capital letter Full stop Question mark Exclamation mark Finger spaces
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		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 in English Appendix 2 in discussing their writing.	I can leave spaces between words. I can use joining words and joining clauses using 'and'. I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. I can use the grammatical terminology - letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark in discussing my writing. (See English Appendix 2)	I know how to leave finger spaces between words. I know how to join two simple sentences using the conjunction 'and'. I know how to use a capital letter at the beginning of a sentence. I know how to punctuation the end of a sentence with a full stop, question mark, or an exclamation mark. I know how to use a capital letter for proper nouns and personal pronoun 'I'. I know how to explain and use the grammatical terminology -letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.	
Y2	Handwriting sessions Writing sessions.	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.	I can form lower-case letters of the correct size relative to one another. I can 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. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflects the size of the letters.	I know how form my lower-case letters correctly making sure that they are in relative size to one another. I know how to use some entry stokes that are needed to join letter together. I know how to form capital letters and digits at the correct size and in good relation to lower case letters. I know how to use the correct spacing between words that reflects the size of my letters.	Lower case Upper case Ascender Descender Diagonal Horizontal Adjacent Entry stroke Writing position Spacing
	SPAG sessions Writing sessions	Develop their understanding of the concepts set out in English Appendix 2 by: Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital	I can 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.	I know how to use a full stop, capital letter, exclamation mark, question mark and apostrophes correctly.	Grammar Subordination Co-ordination Standard English

		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.	I can write different sentence forms: statement, question, exclamation and command. I can use expanded noun phrases to describe and specify. I can use the present and past tenses correctly and consistently including the progressive form. I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). I can use commas in lists. I can use apostrophes for contractions and possession. I can use some features of written Standard English. I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing.	I know how to write a statement, a question, an exclamation and a command. I know how to write an expanded noun phrase. I know how to write using past and present tense correctly. I know how to use subordination (using when, if, that, or because) and co-ordination in my writing (using or, and, or but). I know how to use commas to separate items in a list. I know how to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. I know how to use Standard English in my writing. I know how to use and understand grammatical terminology - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.	Noun Suffix Tense (past, present) Statement Question Exclamation Command Punctuation Expanded noun phrase Conjunction Adjective Adverb Apostrophe Comma
	Writing sessions	Ask relevant questions to extend their understanding and knowledge. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in discussions, presentations, performances, role play, improvisations and debates. 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.	I can ask relevant questions to extend my understanding and knowledge. I can maintain attention and join in conversations, staying on topic and initiating and responding to comments. I can participate in performances, discussions and role play. I can spell many words correctly by segmenting spoken words into phonemes. I can learn 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. I can spell the Y2 common exception words. I am learning to spell more words with contracted forms.	I know how to ask relevant questions to find out more information to extend my knowledge and understanding. I know how to maintain my attention, join in with conversations and respond to comments appropriately. I know how to join in with performances and role play activities. I know how to use my phonic knowledge to spell many words correctly. I know that there are different ways of spelling the same sound and I can spell some words with each spelling. I know how to spell a few common homophones such as witch and which, there and their. I know how to spell the Year 2 common exception words from memory. I know how to spell words with contracted forms such as - I'll, it's, we'll etc.	Grammar Subordination Co-ordination Standard English Noun Suffix Tense (past, present) Statement Question Exclamation Command Punctuation Expanded noun phrase Conjunction Adjective Adverb Apostrophe Comma Homophone Near homophone

	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. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 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	I am learning the possessive apostrophe. I can distinguish between homophones and near-homophones I can add suffixes to spell longer words, including -ment, ness, ful, less, ly. I can apply spelling rules and guidance, as listed in English Appendix 1. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. I can write about personal experiences and those of others. I can write about real events. I can write a simple poem. I can write for different purposes. I can consider what I am going to write before beginning by planning or saying my sentence out loud. I can encapsulate what I want to say, sentence by sentence. I can write down ideas and/or key words, including new vocabulary. I can make simple additions, revisions and corrections to my writing and can evaluate my writing with the teacher and other pupils. I can re-read to check that my writing makes sense. I can check that verbs indicate time is used correctly including verbs in the continuous form. I can read aloud what I have written with appropriate intonation to make the meaning clear.	I know how to use a possessive apostrophe to show that one thing belongs or is connected to something. I know that a near homophone is when a word is pronounced almost the same as another word but has a different spelling and meaning. For example - one and won. quite and quiet. I know that a homophone is when a word is pronounced the same as another word but has a different meaning. For example - night and knight. Here and hear. I know how to add the suffixes 'ment', 'ness', 'ful', 'less', 'ly' to spell longer words. I can apply spelling rules set out in English Appendix 1. I can write simple sentences that are punctuated accurately and include words containing GPCs and common exception words. I know how to use my personal experience and those of other to write about. I know how to write about real events. I know how to write a simple poem. I know how to write for different purposes such as stories, recounts, reports, instructions. I know how to plan my sentences or orally rehearse what I am going to write. I know how generate my own ideas and key words to use within my writing. I know how to re-read my work and make simple addition, revisions and corrections to my writing. I know that I can re-read my work to check that my writing make sense and check for any errors in spelling, grammar and punctuation. I know how to use time related verbs. I know how to change my voice appropriately when reading my work out loud to make the meaning clear. I know how to use intonation when reading my writing out loud.	Poem Common exception words
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		example, ends of sentences punctuated correctly]. Read aloud what they have written with appropriate intonation to make the meaning clear.			
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