

Boston Endeavour Academy: English Writing Curriculum for Key Stages 2 and 3

Stage 1

Boston Endeavour Academy English curriculum delivers a personalised pathway at each pupil's own pace and recognising individual learning styles. This curriculum is designed for our Semi-formal curriculum learners, who begin at Stage 1 in Year 3 and progress to Stage 3B by Year 9, however, not all learners will progress at this rate. English curriculum content is informed by our topic map, which ensures that skills are advanced, overlearnt and generalised in new and engaging contexts. Our curriculum is aligned with the Rochford Review and the Pre Key Stage standards enabling our students to have their achievements against these benchmarks recognised.

Sentence Structure and Punctuation	Use of Vocabulary	Text Structure and Organisation	Handwriting
<p>I know how to produce some meaningful print, signs or symbols associated with my own name, e.g. copying own large initial letter of name. I know how to ascribe meaning to marks, e.g. making letter-like shapes and identifying these as own name or significant words on pictures.</p>	<p>I use a widening range of vocabulary, e.g. new word. I know how to say an appropriate word to complete a sentence when the adult pauses.</p>	<p>I know how to communicate some ideas for scribing with adult support, e.g. a shopping list or card.</p>	<p>I know how to show greater control in the use of fine motor skills in a range of activities. I know how to trace, overwrite or copy shapes or straight-line patterns, e.g. tracing or overwriting curves, circles or my name. I have established preferred hand for writing. I know how to draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).</p>
<p>I know how to represent my own name using some appropriate letters or symbols. I know how to differentiate between letters and symbols, e.g. producing a drawing to accompany writing.</p>	<p>I know how to use language linked to stories and my own experiences, e.g. I know how to select some words/symbols when composing text, choosing between alternatives shown to them.</p>	<p>I know how to develop ideas for composition with adult support, e.g. I know how to help with retelling a story/event through role-play or pupil talks to adult about own experiences, adult scribes and child copies underneath and draws picture. I know how to make up my own phrases or short sentences to express my thoughts about stories or my experiences.</p>	<p>I know how to hold a writing implement with increasing control. I know how to write letters of my name using visual prompts, e.g. using name card to copy-write own name for a purpose.</p>

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Stage 2

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Sentence Structure and Punctuation	Use of Vocabulary	Text Structure and Organisation	Handwriting
<p>I know how to write my own name independently from memory. I know how to use pictures, symbols and letters in sequence to communicate meaning in writing and recording, e.g. draw a picture of their family and label, using some letters correctly.</p>	<p>I know how to use vocabulary and forms of speech that are increasingly influenced by experience of books, e.g. saying 'once upon a time'.</p>	<p>I know how to initiate and develop own composition with adult support, e.g. stating purpose for writing 'this is my shopping list', ordering steps in instructions.</p>	<p>I know how to use a tripod grip consistently. I am beginning to use correct letter formation for a few letters, sometimes with visual prompts. I know how to write from left to right.</p>
<p>I know how to write own name and other words from memory. I know how to use appropriate upper and lower case letters when writing my name. I know how to compose a simple sentence orally. I know how to relate what my own writing 'says'. I know how to write down one of the sentences that I have rehearsed.</p>	<p>I know how to use some appropriate vocabulary when composing sentences. I know how to make up my own sentences and say them aloud, after discussion with a teacher.</p>	<p>I know how to retell events in sequence, e.g. recounting trip to the seaside using photographs as support. I know how to use spacing between words. I know how to demarcate some sentences with capital letters and full stops.</p>	<p>I know how to form recognisable letters, some of which are correctly formed. I know how to form lower-case letters in the correct direction, starting and finishing in the right place. I know how to form lower-case letters of the correct size relative to one another in some of my writing</p>

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Stage 3A

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Transcription	Composition	Vocabulary, Grammar and Punctuation
<p>I know how to spell: -words containing each of the 40+ phonemes already taught. -common exception words -the days of the week.</p> <p>Naming the letters of the alphabet: I know how to name the letters of the alphabet in order I know how to use letter names to distinguish between alternative spellings of the same sound.</p> <p>Adding prefixes and suffixes: I know how to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. I know how to use the prefix un–. I know how to use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. I know how to apply simple spelling rules and guidance. I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Writing sentences: I know how to say out loud what I am going to write about I know how to compose a sentence orally before writing it. I know how to sequence sentences to form short narratives. I know how to re-read what I have written to check that it makes sense. I know how to discuss what I have written with the teacher or other pupils. I know how to read aloud my writing clearly enough to be heard by my peers and the teacher.</p>	<p>I know how to leave spaces between words. I know how to join words and join clauses using ‘and’ I know how to begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. I know how to use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.</p>

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Handwriting:

I know how to sit correctly at a table, holding a pencil comfortably and correctly.

I know how to begin to form lower-case letters in the correct direction, starting and finishing in the right place.

I know how to form most of lower-case letters correctly.

I know how to form capital letters.

I know how to form digits 0-9.

I know how to practise letters that are written in similar ways, for example, o, c and a.

Transcription	Composition	Vocabulary, Grammar and Punctuation
<p>Spelling I know how to 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 know how to learn to spell common exception words I know how to learn to spell more words with contracted forms I know the possessive apostrophe (singular) [for example, the girl’s book]. I know how to distinguish between homophones and near-homophones. I know how to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Handwriting: I know how to form lower-case letters of the correct size relative to one another. I know how to use 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 know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I know how to use spacing between words that reflects the size of the letters.</p>	<p>I know how to develop positive attitudes towards and stamina for writing by demonstrating that: I know how to narratives about personal experiences and those of others (real and fictional). I know how to write about real events. I know how to write poetry. I know how to write for different purposes.</p> <p>I know how to consider what I are going to write before beginning by demonstrating that: I know how to plan or say out loud what I am going to write about I know how to write down ideas and/or key words, including new vocabulary. I know how to encapsulate what I want to say, sentence by sentence I know how to make simple additions, revisions and corrections to my own writing by: I know how to evaluate my writing with the teacher and other pupils I know how to re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. I know how to proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. I know how to read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>I know how to learn 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). I know how to learn how to use sentences with different forms: statement, question, exclamation, command. I know how to learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. I know how to learn how to use the present and past tenses correctly and consistently including the progressive form. I know how to learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). I know how to learn how to use some features of written Standard English.</p>

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Stage 3B

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Transcription	Composition	Vocabulary, Grammar and Punctuation
<p>Spelling (see English Appendix 1) I know how to use further prefixes and suffixes and understand how to add them. I know how to spell further homophones. I know how to spell words that are often misspelt. I know how to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. I know how to use the first two or three letters of a word to check its spelling in a dictionary. I know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting I know how 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. I know how to increase the legibility, consistency and quality of my handwriting [for example, by ensuring that the down strokes 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>I know how to plan writing by demonstrating that: I know how to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. I know how to discuss and record ideas.</p> <p>I know how to draft and write by demonstrating that: I know how to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. I know how to organise paragraphs around a theme</p> <ul style="list-style-type: none"> • in narratives, creating settings, characters and plot. • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <p>I know how to evaluate and edit by demonstrating that: I know how to assess the effectiveness of my own and others' writing and suggest improvements. I know how to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. I know how to proof-read for spelling and punctuation errors I know how to read aloud my 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>I know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although I know how to use the present perfect form of verbs in contrast to the past tense I know how to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition I know how to use conjunctions, adverbs and prepositions to express time and cause I know how to use fronted adverbials</p> <p>I know how to 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.</p>

Transcription	Composition	Vocabulary, Grammar and Punctuation
<p>Spelling: I know how to use further prefixes and suffixes and understand the guidance for adding them. I know how to spell some words with ‘silent’ letters [for example, knight, psalm, solemn]. I know how to continue to distinguish between homophones and other words which are often confused. I know how to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. I know how to use dictionaries to check the spelling and meaning of words. I know how to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary I know how to use a thesaurus.</p> <p>Handwriting and presentation I know how to write legibly, fluently and with increasing speed by demonstrating that: I know how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p>	<p>I know how to plan my writing by demonstrating that: I know how to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. I know how to note and develop initial ideas, drawing on reading and research where necessary. I know how to in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>I know how to draft and write by demonstrating that: I know how to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I know how to in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. I know how to use a wide range of devices to build cohesion within and across paragraphs. I know how to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, and underlining].</p> <p>I know how to evaluate and edit by demonstrating that: I know how to assess the effectiveness of my own and others’ writing I know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. I know how to ensure the consistent and correct use of tense throughout a piece of writing. I know how to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I know how to proof-read for spelling and punctuation errors.</p>	<p>I know how to develop my understanding of the concepts set out in English Appendix 2 by demonstrating that: I know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. I know how to use passive verbs to affect the presentation of information in a sentence. I know how to use the perfect form of verbs to mark relationships of time and cause. I know how to use expanded noun phrases to convey complicated information concisely. I know how to use modal verbs or adverbs to indicate degrees of possibility. I know how to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>I know how to indicate grammatical and other features by demonstrating that: I know how to use commas to clarify meaning or avoid ambiguity in writing. I know how to use hyphens to avoid ambiguity. I know how to use brackets, dashes or commas to indicate parenthesis. I know how to use semi-colons, colons or dashes to mark boundaries between independent clauses. I know how to use a colon to introduce a list. I know how to use punctuating bullet points consistently.</p>