

England: National Curriculum - English (Writing) - Core Learning (Most children learn to..)
 As outlined in Primary Framework for literacy and mathematics 02011-2006BOK-EN Primary National Strategy

	Word Structure & Spelling		Creating & Shaping Texts		Text Structure & Organisation		Sentence Structure & Punctuation		Presentation	
Year Level	Skills / Context / Main Teaching Component (What)	Conventions (How)	Skills / Context / Main Teaching Component (What)	Conventions (How)	Skills / Context / Main Teaching Component (What)	Conventions (How)	Skills / Context / Main Teaching Component (What)	Conventions (How)	Skills / Context / Main Teaching Component (What)	Conventions (How)
Reception										
1										
2										
3										

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4	...to spell new and unfamiliar words	Use knowledge of phonics, morphology and etymology	Develop and refine ideas in writing	...using planning and problem-solving strategies	... to distinguish between different information, events or processes	Organise text into paragraphs	Clarify meaning and point of view	... by using varied sentence structure (phrases, clauses and adverbials)	Write consistently with neat, legible and joined handwriting	
	Distinguish the spelling and meaning of common homophones		...to engage readers' interest	Use settings and characterisation	...to establish cohesion within paragraphs	Use adverbs and conjunctions	Use commas to mark clauses, and use the apostrophe for possession		Use wordprocessing packages to present written work and continue to increase speed and accuracy in typing	
	Know and apply common spelling rules		...to write convincing and informative non-narrative texts	Summarise and shape material and ideas from different sources						
	...learning new and irregular words	Develop a range of personal strategies for	...to create emphasis, humour, atmosphere or suspense	Show imagination through the language used						
			Choose and combine words, images and other features for particular effects							

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5	Spell words containing unstressed vowels		Reflect independently and critically on their own writing and edit and improve it		.. to achieve different effects	Experiment with the order of sections and paragraphs	Adapt sentence construction to different text-types, purposes and readers		Adapt handwriting for specific purposes, for example printing, use of italics	
	Know and use less common prefixes and suffixes such as im-, ir-, -cian		..to write their own stories	Experiment with different narrative forms and styles	Change the order of material within a paragraph, moving the topic sentence		Punctuate sentences accurately, including using speech marks and apostrophes		Use a range of ICT programs to present texts,	...making informed choices about which electronic tools to use for different purposes
	Group and classify words	...according to their spelling patterns and their meanings	...to write fiction or factual texts, including poems	Adapt non-narrative forms and styles						
			Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail							
			Create multi-layered texts, including use of hyperlinks and linked web pages							
6	Spell familiar words correctly		.. to extend achievement and experience in writing	Set their own challenges	.. to shape and organise text coherently	Use varied structures	Express subtle distinctions of meaning, including hypothesis, speculation and supposition,	...by constructing sentences in varied ways	Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style	
	..to spell difficult and unfamiliar words	...employ a range of strategies	...to engage and entertain the reader	Use different narrative techniques	.. to achieve pace and emphasis	Use paragraphs	Use punctuation to clarify meaning in complex sentences		Select from a wide range of ICT programs to present text effectively and communicate information and ideas	
	..to edit, proofread and correct spelling in their own work, on paper and on screen	Use a range of appropriate strategies	In non-narrative, establish, balance and maintain viewpoints							
			Select words and language drawing on their knowledge of literary features and formal and informal writing							
			Integrate words, images and sounds imaginatively for different purposes							