

**The National Curriculum
Handbook for primary teachers in England Archived - QCA-99-457**

Key Stage, Age and Year Level Indicators	Main Teaching Components (pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes)	Composition		Planning and Drafting		Punctuation		Spelling		Handwriting and Presentation		Standard English		Language Structure	
		Context (What)	Conventions (Students should be taught how to...)	Context (What)	Conventions (Students should be taught how to...)	Context (What)	Conventions (Students should be taught how to...)	Context (What)	Conventions (Students should be taught how to...)	Context (What)	Conventions (Students should be taught how to...)	Context (What)	Conventions (Students should be taught how to...)	Context (What)	Conventions (Students should be taught how to...)
KS1 (Age 5-7) (Year 1-2)															

KS2 (Age 7-11) (Year 3-6)	Narratives, poems, playscripts, reports, explanations, opinions, instructions, reviews, commentaries		choose form and content to suit a particular purpose (for example, notes to read or organise thinking, plans for action, poetry for pleasure)	Develop their writing on paper and on screen	plan – note and develop initial ideas (this includes using the planning and proofing tools in a word processor (for example, thesaurus, grammar checker).	use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission	Spelling Strategies	to sound out phonemes	write legibly in both joined and printed styles with increasing fluency and speed	how written standard English varies in degrees of formality (for example, differences between a letter to a friend about a school trip and a report for display)	word classes and the grammatical functions of words, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, articles
	to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader		broaden their vocabulary and use it in inventive ways		draft – develop ideas from the plan into structured written text			to analyse words into syllables and other known words	use different forms of handwriting for different purposes (for example, print for labelling maps or diagrams, a clear, neat hand for finished presented work, a faster script for notes)	some of the differences between standard and non-standard English usage, including subject-verb agreements and use of prepositions.	the features of different types of sentence, including statements, questions and commands, and how to use them (for example, imperatives in commands)
	to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader		use language and style that are appropriate to the reader		revise – change and improve the draft			to apply knowledge of spelling conventions			the grammar of complex sentences, including clauses, phrases and connectives
	to persuade, focusing on how arguments and evidence are built up and language used to convince the reader		use and adapt the features of a form of writing, drawing on their reading		proofread – check the draft for spelling and punctuation errors, omissions and repetitions (this includes using the planning and proofing tools in a word processor (for example, thesaurus, grammar checker).			to use knowledge of common letter strings, visual patterns and analogies			the purposes and organisational features of paragraphs, and how ideas can be linked
	to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it		use features of layout, presentation and organisation effectively		present – prepare a neat, correct and clear final copy			to check their spelling using word banks, dictionaries and spellcheckers			
	to use writing to help their thinking, investigating, organising and learning.				discuss and evaluate their own and others' writing			to revise and build on their knowledge of words and spelling patterns			
	readers for writing should include teachers, the class, other children, adults, the wider community and imagined readers							the meaning, use and spelling of common prefixes and suffixes			
								the spelling of words with inflectional endings			
								the relevance of word families, roots and origins of words			
								the use of appropriate terminology, including vowel, consonant, homophone and syllable			