

**New terminology:**

(purely on a 'need to know' basis)

word, letter (grapheme), sound (phoneme), finger space, sentence, capital letter, full stop, exclamation mark, question mark, sounding out, blending, oral segmenting, vowel, consonant, alphabet

- Simple alphabetic code knowledge as required e.g. single letters of the alphabet and their corresponding sounds.
- N.B. do **not** teach the alphabet song or use letter names. All references to letters should be using sounds e.g. 'a' and 'A' are both /a/.
- Exposure to a wide range of songs, stories, rhymes and other texts is essential to enable children to play with, enjoy, copy and repeat language structures and increase their vocabulary (and knowledge of the world.)

- Sequencing sentences (orally) to form short narratives/stories/recounts.
- Practitioners model for children, speaking in full sentences that are grammatically correct.
- Model simple sentence combining e.g. using **and**, **but** or **because** to join/extend sentences.
- Children should be encouraged and supported to speak in full sentences.

Tools for Writing (Transcription - Handwriting)

Handwriting and letter formation should be taught using a printed style (with no joins or leaders). This avoids confusion and overload for slower learners.

- Pencil grip should be tripod.
- Pencils for handwriting should be normal size.
- Paper should be lined to aid with letter formation, position and size.
- **Capital letters** for names and for the personal pronoun **I**
- Typing, word processing, desktop publishing used as appropriate to task.

Writing in the Nursery

The vast majority of literacy and English work in the nursery takes place orally. Children will be listening to and participating in stories, games, songs and rhymes. High quality talk and conversations will support learning in all areas. A well-stocked, attractive and ever-changing writing area will encourage children to choose mark-making/writing activities, inside and out. Writing will also be part of imaginative play. Activities to strengthen gross/medium/fine motor skills e.g. painting a fence, using chalks, cutting, lacing etc. will all help prepare for handwriting.

There is no requirement for formal instruction in nursery. However, if children are being expected to handwrite or copy writing for any reason e.g. writing their name, then attention must be given to teaching proper pencil grip, letter formation and the relevant letter/sound correspondences. Sounds (phonemes), not letter names, should be used e.g. /b/ as in boat, rather than /bee/. Children that show an interest in writing should be supported in their efforts in the same way.

Early Level Statements (adapted from Es and Os, Benchmarks and research)

- Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.
- Uses a normal-sized pencil with increasing control and confidence and a proper tripod grip.
- Writes words from left to right with finger spaces.
- Forms lowercase and uppercase letters (that have been taught so far) accurately.
- Handwriting (print) is developing well, is legible, and shows some awareness of sizing and positioning on writing line.
- Uses knowledge of the alphabetic code (letters and sounds) to write and spell.
- Is aware that lowercase and uppercase letters represent the same sound e.g. 'a' and 'A' are both /a/.
- Is able to segment words orally into sounds (phonemes) e.g. dish= /d/ /i/ /sh/ or cow= /k/ /ow/.
- Is able to write/print/select the correct grapheme/letter/letter group to spell sounds.
- Is able to use simple organisational devices e.g. labels, lists, titles and headings.
- Re-tells (recounts) events, stories, or information from a simple non-fiction text.
- Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.
- Shows awareness of basic story structure: beginning, middle, end.



**New terminology:**

word, letter (grapheme), sound (phoneme), finger space, sentence, capital letter, full stop, exclamation mark, question mark, sounding out, blending, oral segmenting, vowel, consonant

- Regular **plural noun suffixes** –s or –es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- Sequencing sentences to form short narratives/stories/ recounts
- How **words** can combine to make **sentences**

- Joining words and joining clauses using **and**
- Separation of words with **finger spaces**
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- **Capital letters** for names and for the personal pronoun **I**

Tools for Writing (Transcription - Handwriting)

Handwriting and letter formation should be taught using a printed style (with no joins or leaders). This avoids confusion and overload for slower learners.

- Pencil grip should be tripod.
- Pencils should be normal size.
- Paper should be lined to aid with letter formation, position and size.
- Typing, word processing, desktop publishing used as appropriate to task.

Teaching Reading, Spelling and Writing in Primary 1

In Primary One, beginning reading instruction will take up the bulk of teaching and learning time in literacy lessons.

Reading, writing and spelling should be taught at the same time, as these skills are all interlinked. A high quality systematic synthetic phonics programme should provide a clear progression pathway as the letters and sounds of the alphabetic code are covered.

Use of Alphabetic Code Charts and/or phonic dictionaries can support teaching, learning and independent practice for writing and spelling. Using SSP for the teaching of spelling has a distinct advantage because the alphabetic code is reversible - we use our knowledge of the code to both read and to spell.

The general recommendation is that two letter sound correspondences should be covered per week.

Ample time should be given for practice and overlearning to achieve automaticity.

The goal of instruction is that learners should become confident, independent, readers, spellers and writers. Scribing should be avoided.

Premature grouping or differentiation is not advised. Ideally, lessons will be whole-class, ensuring all children, regardless of background or circumstances, receive optimal teaching about the knowledge and skills required to read, write and spell effectively.

Slower to learn children will require extra time, support and practice to enable them to keep up with the work of the class.

Beware of too many carousel activities and/or games at this stage; lessons should include core teaching of the precise and necessary knowledge of the alphabetic code and the skills of blending for reading and segmenting for spelling. Children should undertake individual paper-based practice in every lesson to apply and consolidate their learning.





New terminology:

singular, plural, sentence, punctuation, compound words

- Regular plural noun **suffixes** –s or –es e.g. dog, dogs; wish, wishes including the effects of these **suffixes** on the meaning of the noun
- Suffixes** that can be added to verbs where no change is needed in the spelling of root words (e.g. **helping, helped, helper**)
- How the **prefix un–** changes the meaning of verbs and adjectives (negation) e.g. *unkind*, or undoing: *untie* the boat
- How words can combine to make sentences
- Joining words and joining clauses using **and**
- leaving finger spaces between words

Text Level

- Sequencing sentences to form short narratives

- 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'
- use the grammatical terminology to discuss their writing

Tools for Writing (Transcription - Handwriting)

Pupils should be taught to:

- 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.

Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling.

Tools for Writing (Transcription - Spelling) Pupils should be taught:

- words containing each of the 40+ phonemes already taught
- common exception words (using phonic strategies)
- the days of the week
- names of the letters of the alphabet
- to name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

Tools for Writing (Transcription - Grammar) Pupils should be taught how to 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 e.g. helping, helped, helper, eating, quicker, quickest
- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using the GPCs (grapheme phoneme correspondences) and common exception words taught so far.

Organising and Using Information (Self-Regulation) 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
- 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.



**New terminology:**

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

- Formation of **nouns** using **suffixes** such as -ness, -er and by **compounding** e.g. whiteboard, superman]
- Formation of **adjectives** using **suffixes** such as -ful, -less
- Use of the **suffixes** -er, -est in adjectives and the use of -ly in Standard English to turn **adjectives** into **adverbs**
- **Contractions**

In **contractions**, the **apostrophe** shows where a letter or letters would be if the words were written in full (e.g. can't – cannot).

It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but **it's** is never used for the possessive.

can't, didn't, hasn't, couldn't, it's, I'll

- Subordination (using **when, if, that, because**) and co-ordination (using **or, and, but**)
- **Expanded noun phrases** for description and specification [for e.g. the blue butterfly, plain flour, the man in the moon
- How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command**
- Correct choice and consistent use of **present tense** and **past tense** throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting
- **Homophones**

there/their/they're, here/hear, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

- **The possessive apostrophe (singular nouns)**

Megan's, Ravi's, the girl's, the child's, the man's

Tools for Writing (Transcription - Punctuation)

- Use capital letters, full stops, question marks and exclamation marks
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name

Tools for Writing (Transcription - Grammar) Pupils should learn how to use:

- sentences with different forms: **statement, question, exclamation, command**
- **expanded noun phrases** to describe and specify e.g. 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**)

Tools for Writing (Transcription - Handwriting) Teach a joined style as soon as children can form letters securely with the correct orientation. Including how to:

- 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.

Organising and Using Information (Self-Regulation) Pupils should:

- plan and/or say out loud what they are going to write about
- write down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence
- develop a positive attitude towards, and stamina for, writing
- write narratives about personal experiences and those of others (real and fictional); write about real events; write poetry; write for different purposes.





New terminology:

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

- **Formation of nouns** using a range of **prefixes** e.g. super-, anti-, auto-
- Use of the forms **a** or **an** according to whether the next word begins with a consonant or a vowel e.g. **a** rock, **an** open box
- Word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble
- How words can combine to make sentences
- Joining words and joining clauses using **and**
- **Revise: subordination** (using **when, if, that, or because**) and **co-ordination** (using **or, and, or but**)

- Introduction to **inverted commas** to punctuate **direct speech**
- Introduction to **paragraphs** as a way to group related material
- **Headings** and **sub-headings** to aid presentation
- Use of the **present perfect** form of verbs instead of the **simple past** e.g. *He has gone out to play* contrasted with *He went out to play*

Revise and consolidate:

Contractions

In **contractions**, the **apostrophe** shows where a letter or letters would be if the words were written in full (e.g. can't – cannot).

It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but **it's** is never used for the possessive.

can't, didn't, hasn't, couldn't, it's, I'll

The possessive apostrophe (singular nouns)

Megan's, Ravi's, the girl's, the child's, the man's

Tools for Writing (Transcription - Grammar) Pupils should be taught to:

- extend the range of sentences with more than one clause by using a wider range of **conjunctions**, including **when, if, because, although**
- use the **present perfect** form of verbs in contrast to the past tense
- choose **nouns or pronouns** appropriately for clarity and **cohesion** (and to avoid repetition)
- use conjunctions, adverbs and prepositions to express time and cause (use **fronted adverbials**)
- (use **commas after fronted adverbials**)
- (indicate possession by using the **possessive apostrophe** with plural nouns)
- use and punctuate **direct speech**
- use and understand grammatical terminology when discussing their writing and reading.

Tools for Writing (Transcription - Spelling) Pupils should be taught to:

- use further **prefixes and suffixes** and understand how to add them
- spell further **homophones**
- spell words that are often misspelt
- (place the **possessive apostrophe** accurately in words with regular plurals e.g. **girls', boys'** and in words with irregular plurals e.g. **children's**)
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Organising and Using Information (Self-Regulation) & Creating Texts (Text Generation) Pupils should be taught to plan their writing and:

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and recording ideas
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- **organise paragraphs around a theme**
- in narratives, create settings, characters and plot
- in non-narrative material, use simple organisational devices e.g. **headings and sub-headings**
- assess the effectiveness of their own and others' writing; suggest improvements
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of **pronouns** in sentences
- proof-read for spelling and punctuation errors
- 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.





New terminology:

determiner, pronoun, possessive pronoun, adverbial

- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of local spoken forms e.g. **we were** instead of we was, or **I did** instead of I done
- Noun phrases expanded** by the addition of modifying adjectives, nouns and preposition phrases (e.g. the zoo keeper expanded to: the **lazy** zoo keeper **with curly hair**)
- Fronted adverbials** e.g. **Later that day**, **I heard the bad news**.
- Possessive apostrophe with plural words**

The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. **children's**).
girls', boys', babies', children's, men's, mice's

(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)

- Use of **inverted commas** and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
- Apostrophes** to mark **plural possession** e.g. the **girl's** name, the **girls'** names
- Use of **commas** after **fronted adverbials**
- Use of **paragraphs** to organise ideas around a theme
- Appropriate choice of **pronoun or noun** within and across sentences to aid **cohesion** and avoid repetition

Tools for Writing (Handwriting)

Handwriting should continue to be taught, pupils should be encouraged to:

- increase the legibility, consistency and quality of their handwriting.
- use a joined script throughout their independent writing.
- use of print writing, typing, word processing, desktop publishing as appropriate to task.

Tools for Writing (Transcription - Grammar) Pupils should be taught to:

- extend the range of sentences with more than one clause by using a wider range of **conjunctions**, including **when, if, because, although**
- use the **present perfect** form of verbs in contrast to the past tense
- choose **nouns or pronouns** appropriately for clarity and **cohesion** (and to avoid repetition)
- use conjunctions, adverbs and prepositions to express time and cause
- use **fronted adverbials**
- use **commas after fronted adverbials**
- indicate possession by using the **possessive apostrophe** with plural nouns
- use and punctuate **direct speech**
- use and understand grammatical terminology when discussing their writing and reading.

Tools for Writing (Transcription - Spelling) Pupils should be taught to:

- use further **prefixes and suffixes** and understand how to add them
- spell further **homophones**
- spell words that are often misspelt
- place the **possessive apostrophe** accurately in words with regular plurals e.g. **girls', boys'** and in words with irregular plurals e.g. **children's**
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Organising and Using Information (Self-Regulation) & Creating Texts (Text Generation) Pupils should be taught to plan their writing and:

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and recording ideas
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme**
- in narratives, create settings, characters and plot
- in non-narrative material, use simple organisational devices e.g. **headings and sub-headings**
- assess the effectiveness of their own and others' writing; suggest improvements
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of **pronouns** in sentences
- proof-read for spelling and punctuation errors
- 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.





New terminology:

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

- Converting nouns or adjectives into verbs using *suffixes* e.g. **-ate; -ise; -ify**
- Verb *prefixes* e.g. **dis-, de-, mis-, over-** and **re-**
- **Relative clauses** beginning with **who, which, where, when, whose, that**, or an omitted **relative pronoun**

Indicating degrees of possibility:

- using **adverbs** e.g. **perhaps, surely**
- or **modal verbs** e.g. **might, should, will, must**
- Devices to build **cohesion** within a paragraph e.g. **then, after that, this, firstly**

Linking ideas across paragraphs using:

- **adverbials** of time e.g. **later**, place e.g. **nearby**, and number e.g. **secondly**
- or **tense choices** e.g. **he had seen her before**

Pupils should be taught to use:

- commas to clarify meaning or avoid ambiguity in writing
- hyphens to avoid ambiguity
- brackets, dashes or commas to indicate parenthesis
- semi-colons, colons or dashes to mark boundaries between independent clauses
- a colon to introduce a list
- bullet points

Confusing Homophones

In the pairs of words below, nouns end -ce and verbs end -se.

Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.

- advice/advise
- device/devise
- licence/license
- practice/practise
- prophecy/prophesy

Tools for Writing (Handwriting)

- Write legibly, fluently and with increasing speed, in a joined style.
- Use of print writing, typing, word processing, desktop publishing as appropriate to task.

Tools for Writing (Transcription - Grammar) Pupils should be taught to use:

- vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- passive verbs to affect the presentation of information in a sentence
- the perfect form of verbs to mark relationships of time and cause
- expanded noun phrases to convey complicated information concisely
- modal verbs or adverbs to indicate degrees of possibility
- relative clauses beginning with **who, which, where, when, whose, that** or with an implied (i.e. omitted) relative pronoun

Tools for Writing (Transcription - Spelling) Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters e.g. knight, psalm, solemn
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling
- use first three/four letters of a word to check spelling/meaning in a dictionary
- use a thesaurus.

Organising and Using Information (Self-Regulation) & Creating Texts (Text Generation) Pupils should be taught to plan their writing and:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select 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
- précis 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 e.g. headings, bullet points, underlining.
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure 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





New terminology:

subject, object; active, passive; synonym, antonym; hyphen; colon; semi-colon; bullet points

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request; go in – enter etc.
- The use of question tags: **He's your friend, isn't he?**, or the use of subjunctive forms such as **If I were** or **Were they to come** in some very formal writing and speech.
- How words are related by meaning as **synonyms** and **antonyms** e.g. big, large, little.
- Use of the **passive** to affect the presentation of information in a sentence e.g. **I broke the window in the greenhouse** versus **The window in the greenhouse was broken** (by me).
- Use of the **semi-colon, colon** and **dash** to mark the boundary between independent clauses e.g. **It's raining; I'm fed up.**

- Use of the **colon** to introduce a list and use of **semi-colons** within lists
- Punctuation of **bullet points** to list information
- How **hyphens** can be used to avoid **ambiguity** e.g. man eating shark versus man-eating shark, or recover versus re-cover
- How **hyphens** can be used to join a **prefix** to a **root word**, especially if the **prefix** ends in a vowel letter and the **root word** also begins with one e.g. co-ordinate, re-enter, co-operate, co-own
- Linking ideas across **paragraphs** using a wider range of **cohesive devices: repetition** of a word or phrase, grammatical connections e.g. the use of **adverbials** such as **on the other hand, in contrast, or as a consequence**
- Layout devices e.g. **headings, sub-headings, columns, bullets, or tables**, to structure text

Tools for Writing (Handwriting)

- Write legibly, fluently and with increasing speed, in a joined style.
- Use of print writing, typing, word processing, desktop publishing as appropriate to task.

Tools for Writing (Transcription - Grammar) Pupils should be taught to use:

- vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- passive verbs to affect the presentation of information in a sentence
- the perfect form of verbs to mark relationships of time and cause
- expanded noun phrases to convey complicated information concisely
- modal verbs or adverbs to indicate degrees of possibility
- relative clauses beginning with **who, which, where, when, whose, that** or with an implied (i.e. omitted) relative pronoun

Tools for Writing (Transcription - Spelling) Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters e.g. knight, psalm, solemn
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling
- use first three/four letters of a word to check spelling/meaning in a dictionary
- use a thesaurus.

Organising and Using Information (Self-Regulation) & Creating Texts (Text Generation) Pupils should be taught to plan their writing and:

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select 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 e.g. headings, bullet points, underlining.
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- ensure 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

