

Progression in English (writing)

National Curriculum	<p>National Curriculum statement what children should be taught:</p> <p>Year 1:</p> <p>Composition:</p> <p>♣ 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.</p> <p>Grammar:</p> <p>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.</p> <p>Year 2:</p> <p>Composition:</p> <p>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 example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Grammar:</p> <p>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 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.</p>					
	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Writing	<p>Lessons use the Talk for Writing structure, using a wide range of texts both fiction, non-fiction and poetry. Writing skills will also be linked to foundation subjects whenever appropriate, to give meaning and purpose to children's writing.</p> <p>Teacher modelled sentences contain examples of both age-appropriate grammar and writing criteria as set out in the National Curriculum, which will become more complex over the course of the academic year, as well as modelling writing to develop imaginative, creative and effective writers.</p> <p>Handwriting will follow the Nelson's Handwriting Scheme.</p>			<p>Lessons use the Talk for Writing structure, using a wide range of texts both fiction, non-fiction and poetry. Writing skills will also be linked to foundation subjects whenever appropriate, to give meaning and purpose to children's writing. As a result, children will be able to build upon and consolidate learning from previous years.</p> <p>Teacher modelled sentences contain examples of both age-appropriate grammar and writing criteria as set out in the National Curriculum, which will become more complex over the course of the academic year, as well as modelling writing to develop imaginative, creative and effective writers.</p> <p>Children will be encouraged to review their own and others' writing and to edit their own work for improvements. As appropriate children will also use be able to use resources, such as, thesaurus to select more challenging vocabulary.</p> <p>Handwriting will follow the Nelson's Handwriting Scheme.</p>		
Genres	<p>Fiction:</p> <ul style="list-style-type: none"> • Story maps – verbally retelling a known story • Exciting sentence openers • Character description • Settings 	<p>Fiction:</p> <ul style="list-style-type: none"> • Story maps – verbally retelling the story • Exciting sentence openers • Character description • Settings • Beginning, middle and end. 	<p>Fiction:</p> <ul style="list-style-type: none"> • Story maps – verbally retelling the story • Exciting sentence openers • Character description • Settings • Beginning, middle and end. • Alternative endings 	<p>Fiction:</p> <ul style="list-style-type: none"> • Story maps • Boxing up • Journey story • Short burst writing <p>Non Fiction:</p> <ul style="list-style-type: none"> • Recounts • Information text <p>Poetry:</p>	<p>Fiction:</p> <ul style="list-style-type: none"> • Story maps • Boxing up • Setting • Defeat the monster story • Character description <p>Non Fiction:</p> <ul style="list-style-type: none"> • Instructions • Discussion <p>Poetry:</p>	<p>Fiction:</p> <ul style="list-style-type: none"> • Story maps • Boxing up • Fantasy story <p>Non Fiction:</p> <ul style="list-style-type: none"> • Instructions • Information text <p>Poetry:</p> <ul style="list-style-type: none"> • Choral response • Rhyme

Progression in English (writing)

	Non-Fiction: <ul style="list-style-type: none"> Labels & captions Instructions (sliders and lever cards) Poetry: <ul style="list-style-type: none"> Short poem acrostic 	Non-Fiction: <ul style="list-style-type: none"> Recount Chronology Labels & captions Poetry: <ul style="list-style-type: none"> List Poems 	Non-Fiction: <ul style="list-style-type: none"> Information text Labels & captions Sub-headings Poetry: <ul style="list-style-type: none"> Rhyme poems 	<ul style="list-style-type: none"> Structured rhyme poem (Where do you get your ideas?) List poem (Magic box) 	<ul style="list-style-type: none"> Poems to share 	<ul style="list-style-type: none"> Superlative adjectives
Spelling	Spelling is taught via reading activities in RWInc. Teachers will also model techniques and spelling words accurately during teaching.			Spelling is taught via reading activities in RWInc. Teachers will also model techniques and spelling words accurately during teaching. Additionally, Year 2 will undertake the RWInc Spelling Programme.		
Grammar	Teachers will carefully plan grammar activities through Talk for Writing planning, both as part of the main teaching, but also as 'warm up' activities.					
	<ul style="list-style-type: none"> Punctuation Nouns Adjectives Present tense Pluralisation Present progressive tense 	<ul style="list-style-type: none"> Nouns Types of sentence Present progressive tense Adjectives Past simple tense Conjunctions 	<ul style="list-style-type: none"> Past tense Plural nouns Proper nouns Opposites / prefix 'un' Verbs with suffix 'er' 	<ul style="list-style-type: none"> Nouns Adjectives Verbs Sentences Apostrophes Conjunctions 	<ul style="list-style-type: none"> Pronouns Apostrophes Commas Adjectives Nouns Contractions Verbs / tense 	<ul style="list-style-type: none"> Adverbs Verbs / tense Conjunctions Homophones Nouns - formed by suffixes Adjectives - formed by suffixes
Visits and Visitors					Seawall Visit Eyewitness	
Whole School Projects (assemblies)	HM Author Assemblies	World Book Day / Week HM Author Assemblies	Author Assemblies Library Summer Read Assembly	HM Author Assemblies	World Book Day / Week HM Author Assemblies	Author Assemblies Library Summer Read Assembly

Nursery				Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Nursery Year A Name writing usually begins when a child demonstrates a readiness and interest in mark making. Children are then encouraged to write their names at every opportunity.	<ul style="list-style-type: none"> Self selection of writing media readily available including: pens, pencils, chalks, paints, crayons. Explore other mediums for mark making including: shaving foam, goop (cornflour and water paste), loose teabags, sand, salt, flour. Pencil self portraits 	<ul style="list-style-type: none"> Self selection of writing media readily available including: pens, pencils, chalks, paints, crayons. Explore other mediums for mark making including: shaving foam, goop (cornflour and water paste), loose teabags, sand, salt, flour. Pencil self portraits Name writing Story scribing 	<ul style="list-style-type: none"> Self selection of writing media readily available including: pens, pencils, chalks, paints, crayons. Explore other mediums for mark making including: shaving foam, goop (cornflour and water paste), loose teabags, sand, salt, flour. Pencil self portraits Name writing Story scribing 	<p style="text-align: center;"><u>Let's Celebrate...</u> I wonder what/ who is so special?</p> To give meaning to marks they make, including drawings and emergent writing. To learn to write their full name with correct formation. To form RWI set 1 letters recognisably . To write the initial and dominant sounds that they can in words. To begin to write cv/vc and cvc words independently.	<p style="text-align: center;"><u>Down at the bottom of the garden...</u> I wonder what lives there?</p> To form most set 1 sounds correctly. To write cv/vc and cvc words independently that be read by themselves or others. To write some high frequency words independently. To begin to write sentences with some adult support.	<p style="text-align: center;"><u>Spectacular stories and super seaside's...</u> I wonder what happens next?</p> To form all set 1 sounds correctly. To write simple phrases and sentences that can be read by others. To include some high frequency words in their independent writing. To begin to use full stops, fingers spaces and capital letters in a sentence.

Progression in English (writing)

<p>Nursery Year B</p> <p>Name writing usually begins when a child demonstrates a readiness and interest in mark making. Children are then encouraged to write their names at every opportunity.</p>	<ul style="list-style-type: none"> • Self selection of writing media readily available including: pens, pencils, chinks, paints, crayons. • Explore other mediums for mark making including: shaving foam, goop (cornflour and water paste), loose teabags, sand, salt, flour. • Pencil self portraits • Exploring children's interests such as colouring or drawing 	<ul style="list-style-type: none"> • Self selection of writing media readily available including: pens, pencils, chinks, paints, crayons. • Explore other mediums for mark making including: shaving foam, goop (cornflour and water paste), loose teabags, sand, salt, flour. • Pencil self portraits • Name writing • Exploring children's interests such as colouring or drawing • Story scribing 	<ul style="list-style-type: none"> • Self selection of writing media readily available including: pens, pencils, chinks, paints, crayons. • Explore other mediums for mark making including: shaving foam, goop (cornflour and water paste), loose teabags, sand, salt, flour. • Pencil self portraits • Name writing • Exploring children's interests such as colouring or drawing • Story scribing 	<p>Possible writing opportunities/activities:</p> <ul style="list-style-type: none"> • Family/Pet drawings • Firework key words • Vet role play writing • Birthday cards/banners/party invites • Drawing a witch and labelling using initial sounds. • Ordering Stickman story pictures – writing initial sounds/cvc words. • Writing the names of toys – initial sounds/cvc words. • Drawing and labelling a snowman. • Ordering 'The Christmas Story' and labelling key words and phrases. • Write Christmas lists/letters to Santa. 	<p>Possible writing opportunities/activities:</p> <ul style="list-style-type: none"> • News Writing • Writing about Chinese New Year • Character Speech Bubbles • Ordering Supertato pictures • Ordering Jasper's Beanstalk • Bean planting instructions • What would you like to see at top of your beanstalk? • Own version of 'The Very Hungry Caterpillar Story' • Minibeast pet • Minibeast facts • Book Week Writing • Story writing- pictures from their interests. 	<p>Possible writing opportunities/activities:</p> <ul style="list-style-type: none"> • News writing • Wanted posters • Instructions for making gingerbread • Character descriptions • African animal facts • Space Adventure • What would you take in a rocket • Designing Aliens • Sun Safety • Story writing- pictures from their interests.
<p>RWInc</p> <p>September starters January starters April starters</p>	<p>Activities from phonological awareness book- phase one activities.</p>	<p>Activities from phonological awareness book- phase one activities.</p> <p>Set one speed sounds one sound per week</p>	<p>Activities from phonological awareness book- phase one activities.</p> <p>Set one sounds one sound per week</p> <p>Set one sounds three per week</p>	<p>Set 1 Speed Sounds Oral blending Initial sounds Word times</p>	<p>Children split into ability groups</p> <ul style="list-style-type: none"> • Set 1 sounds and oral blending • Word times • Set 2 sounds • Ditty Books • Colour Books 	<p>Children split into ability groups</p> <ul style="list-style-type: none"> • Set 1 sounds and oral blending • Word times • Set 2/3 sounds • Ditty Books • Colour Books
<p>Writing</p>	<p>Children in EYFS will be provided with many opportunities to develop their fine motor skills in continuous provision daily. Opportunities to explore writing in both guided and independent tasks/activities. This may include: playdough, tweezers, threading, peg boards, cotton bud painting, lego, clipboards, whiteboards, mark making resources. Outside – clipboards, chalk, water painting, pegs, spray bottles.</p>				<p>Children will be taught how to form letters correctly and will have a Handwriting Book in which to practise. As the children's writing develops, they will write using story language, poems and non-fiction. Handwriting will be taught using the RWInc letter formation.</p>	
<p>Nursery Development Matters (3&4 Year olds)</p>	<p>Writing: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Writing: Write some or all of their name</p> <p>Writing: Write some letters accurately.</p> <p>PD: Use a comfortable grip with good control when holding pens and pencils.</p> <p>PD: Show a preference for a dominant hand</p>					

Progression in English (writing)

<p>Reception Development Matters</p>				<p>PD - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>PD - Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Writing - Form lower-case and capital letters correctly.</p> <p>Writing - Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Writing - Re-read what they have written to check that it makes sense.</p>
<p>Reception ELGs</p>				<p>Fine Motor Skills ELG - Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p>Writing ELG - Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>