

## Writing

Habakkuk 2:2 – *‘And the LORD answered me, and said, Write the vision, and make it plain upon tables, that he may run that readeth it.’*

Writing is an essential part of our curriculum. The ‘mechanics’ of writing are taught through the RWI programme initially, but children also have a daily ‘Talk for Writing’ session. This enables children to use their taught mechanics of writing creatively. We teach writing using Pie Corbett’s Talk for Writing approach, employing the three stages of imitation, innovation and invention to a range of non-fiction and fiction genres. We link our writing context to our curriculum topics, finding real life reasons for children’s writing to enthuse them with purpose. We hold a high expectation that all writing is of a high standard across all subject writing.

We explicitly teach printed cursive handwriting in EYFS and when children are ready, generally towards the end of Year 1, move to a joined cursive script. Children follow a clear bespoke skills progression framework for writing. This was designed following thorough analysis of our children’s needs.

The writing skills progression, breaks down the objectives for writing into smaller specific achievable segments, enabling a clearer focus and ease to track skills progression.

### **Importance of Writing in our school**

Children start their journey of writing in our school in the Early Years. We focus on developing the child’s fine motor skills in preparation for them to hold a pencil and make marks. We provide children with plenty of opportunities to make marks in the Early Years and have a wide range of engaging and fun resources. As they progress throughout the school children learn to write in ‘bite sized chunks’ starting with words, then simple sentences building up to extended more complex pieces across a range of genres. Our curriculum embeds the fundamentals of punctuation and grammar whilst encouraging children to add variation and description to their work. Pupils have the confidence and love of writing to be adventurous with their work, drawing on their knowledge of quality texts and their personal experiences to inspire their writing and develop their ability to self-express. During their time at St Meriadoc Infant Academy, children will write a variety of fiction and non-fiction texts including stories, recounts, poems, news reports and explanations. We use oral rehearsal, role play and storytelling to ensure that children have lots of ideas before they write and are taught how to proofread, edit and review their work. Language comprehension, speaking, listening, reading and writing are at the centre of our curriculum. Children are encouraged to share their ideas, thoughts and experiences through partner work, in small groups and as a whole class. Pupils have many opportunities to apply their writing skills across the curriculum, for example: recounting events, writing up science experiments and chronicling the lives of famous people and events.

# Writing

Our children are supported through our five chosen rights from the United Nations Convention on the Rights of the Child and our core Christian Values, all embodied through our vision of **God Believes, We Believe, I Believe** and our mission statement:

**‘Through enjoyable, memorable learning, supported by our core Christian Values and high expectations, we can aspire to make educated choices in order to flourish to live a rich and fulfilled life.’**

## Rights and Respect

At St Meriadoc CE Infant Academy, we are proud to teach and promote children’s rights. We learn about our five chosen rights from the United Nations Convention on the Rights of the Child:

A12: Right to a voice	A15: Right to a faith	A28: Right to an education	A29: Right to be the best you can be	A31: Right to relax and play
--------------------------	--------------------------	-------------------------------	---	---------------------------------

Our School Council: Rights Ambassadors support that all children receive their rights across all areas of school life.

In addition to our five school rights, we reference other rights from the convention where appropriate and purposeful links can be made to support learning. Article 29 – The Right to be the Best you can be is very important when teaching Writing.

As with all areas of the curriculum, when planning, we also use our school Ethos document to weave Rights, British Values and RSHE teaching to ensure a holistic approach, rather than these areas being taught as ‘add ons’.

## Christian Values

Our whole school ethos is underpinned by our core Christian Values of Faith, Love, Respect, Perseverance and Forgiveness. In Writing, we further explore these values, such as how we can write a prayer to show Love, Respect and ask God for Forgiveness. We can show our understanding of Faith and that of different religions by writing about what we have learnt using our Windows, Mirror and Doors approach. When children are writing, we use this opportunity to remind them of the perseverance needed when finding things difficult. Children need to have Faith and believe they can to flourish with their writing.



# Writing

<b>Intent</b> (curriculum design, coverage and appropriateness)	<b>Implementation</b> (curriculum delivery, teaching and assessment)	<b>Impact</b> (attainment and progress)
<p>All pupils:</p> <ul style="list-style-type: none"> <li>• Use the correct pencil grip from the start.</li> <li>• Form each grapheme correctly to reinforce GPC.</li> <li>• Practise letter formation until it becomes automatic.</li> <li>• Learn to join their handwriting to enable fluid, fast transcription.</li> <li>• Learn to segment words to spell.</li> <li>• Spell tricky words with confidence.</li> <li>• Are supported to write sentences that are appropriate to their stage.</li> <li>• Use appropriate punctuation with understanding and accuracy.               <ul style="list-style-type: none"> <li>• Are provided with varied and interesting experiences that encourage them to use and apply their writing skills across the curriculum.</li> </ul> </li> <li>• Develop their language comprehension through the explicit teaching of vocabulary and use adventurous language in their writing.               <ul style="list-style-type: none"> <li>• Are confident to write independently.</li> <li>• Analyse and improve their own writing.</li> </ul> </li> </ul>	<p>All pupils:</p> <ul style="list-style-type: none"> <li>• Develop fine motor control through carefully planned activities.</li> <li>• Practise forming the new grapheme whilst verbalising the phoneme to reinforce GPC.</li> <li>• Repeat and review graphemes previously learnt to reinforce prior learning.</li> <li>• Regularly practise handwriting outside Read Write Inc. sessions.</li> <li>• Use 'Fred Fingers' to segment words to spell.</li> <li>• Practise spelling 'tricky Red Words' and common exception words by focusing on the unusual grapheme.</li> <li>• Are taught spelling words using spelling rules (as stated in the N.C.)</li> <li>• Are taught to hold a sentence in their head before writing it down.</li> <li>• Orally rehearse sentences before writing.</li> <li>• Are engaged in Storytelling sessions that provide stimulus for writing. Story maps are used to support writing. Stories are internalised and innovated.</li> <li>• Write sentences about books they have read or experiences they have had.               <ul style="list-style-type: none"> <li>• Practise punctuating their work and are taught how to use different punctuation to add clarity to their written work.</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul> </li> <li>• Pupil progress is carefully monitored though half termly data analysis using our Jason Hurr tracking system. Independent writing tasks are used as part of this assessment.</li> <li>• Termly pupil progress meetings monitor the progress of all pupils.</li> </ul>	<p>All pupils:</p> <ul style="list-style-type: none"> <li>• Have accurate, automatic skills of transcription enabling them to write quickly and confidently.</li> <li>• Are beginning to join letters and write coherently using a pen.</li> <li>• Have the experiences, story knowledge and language comprehension to write with creativity.</li> <li>• Can write with confidence and enthusiasm in activities across the curriculum and for different purposes.</li> <li>• Have a wide vocabulary and use adventurous language in written work.</li> <li>• Can use the correct tense when speaking and writing.</li> <li>• Can use punctuation effectively.</li> <li>• Enjoy writing.</li> <li>• Data Impact:</li> <li>• Children's progress is tracked using Jason Hurr tracking system using the skills progression assessment records too. Any areas of development will have been identified</li> <li>• End of Key Stage 1 attainment data for the expected standard is above national standards.</li> <li>• The percentage of pupils achieving the expected standard in the ELG for writing and GLD continues to be above national standards.</li> </ul>

# Writing

## Year 1 Writing Skills Progression.

Term	Topic	Text types/ linked texts	NC objectives	Focused skills and components	Components in practise
Autumn 1			<p><b>Spelling:</b> green words and some common exception words</p> <p><b>Composition:</b> write sentences by saying out loud what they are going to write about.</p> <p><b>Composition:</b> compose a sentence orally before writing it.</p> <p><b>VGP:</b> leave spaces between words.</p> <p><b>VGP:</b> begin to punctate sentences using a capital letter and full stop.</p> <p><b>VGP:</b> understand how words can combine to make sentences.</p> <p><b>Handwriting:</b> begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p><b>Handwriting:</b> write letters on the line</p> <p><b>Handwriting:</b> start to write letters of the correct size</p>	<ul style="list-style-type: none"> <li>Write a dictated sentence using a capital letter and full stop with phonically plausible spellings and some common exception words correct.</li> <li>Form letters correctly, sitting on the line.</li> <li>Use finger spaces between words.</li> <li>Spell green words using the phonics knowledge that they have.</li> <li>Spell common exception words correctly that they know. (Previously taught in YrR: I, a, the, was, and, to, my, you)</li> </ul>	<p>Focus on the mechanics of writing this half term to lay the foundations for the year. Writing will be mainly dictated sentences or hold a sentence.</p> <p>When modelling writing make sure to: model writing each word of the sentence, show how letters sit on the line and the formation and the size of the letters, use Fred Fingers to sound out words, re-cap sounds that they have learnt/ are learning and re-enforce common exception words that they have learnt in YrR, or have started to learn in Year 1. Also include capital letter and full stops. Dictated sentences: say the sentence, model how to write it, rub it off the board, say the sentence word at a time for the children to write it.</p> <p>Hold a sentence: say the sentence many times, model how to write it, rub it off the board, children to say the sentence to themselves and write it down.</p>
Autumn 2			<p><b>Spelling:</b> green words and some common exception words</p> <p><b>Spelling:</b> name the letters of the alphabet.</p> <p><b>Composition:</b> write sentences by saying out loud what they are going to write about.</p> <p><b>Composition:</b> compose a sentence orally before writing it.</p> <p><b>Composition:</b> re-read what they have written to check that it makes sense.</p> <p><b>VGP:</b> joining words and joining clauses using 'and'.</p> <p><b>Handwriting:</b> form capital letters</p>	<ul style="list-style-type: none"> <li>Orally construct a sentence and hold it in their head.</li> <li>Write their own sentences with a capital letter and full stop with phonically plausible spellings and some common exception words correct.</li> <li>Write capital letters correctly.</li> <li>Begin to orally construct and write sentences with 'and' to join clauses.</li> <li>Start to write two sentences that are punctuated correctly.</li> <li>Read work back to check it makes sense and to check for punctuation.</li> </ul>	<p>Writing will be focused on just producing one or two sentences for each section of the story/ text.</p> <p>Children to orally compose their own sentence/s on the carpet and repeat it to themselves before they go to write it down. After writing their sentence children will read their sentences back to themselves.</p> <p>Look at how to join clauses using 'and', encourage children to use and in their sentences.</p> <p>Explicitly teach children how to form capital letters in handwriting lessons alongside the lower case letter.</p>
Spring 1			<p><b>Spelling:</b> green words and some common exception words</p> <p><b>Spelling:</b> using <b>-ing</b>, <b>-ed</b>, <b>-er</b>, <b>-est</b> where no change is needed to the root.</p> <p><b>Composition:</b> sequence sentences to form short narratives.</p> <p><b>VGP:</b> teach about verbs and adjectives</p>	<ul style="list-style-type: none"> <li>Begin to sequence sentences that are accurately punctuated to form short pieces of writing.</li> <li>Spell green words that are phonically plausible in their writing.</li> <li>Spell an increasing number of red words accurately in their writing.</li> <li>Orally construct sentences using <b>-ing</b>, <b>-ed</b>, <b>-er</b> and <b>-est</b> suffix.</li> </ul>	<p>This half term the children will start to write more of their own sentences to form short narratives, still with a focus on accuracy and thinking through each sentence carefully. The work produced will be shorter but with an emphasis on accuracy.</p> <p>When teaching the suffixes <b>'-ing'</b> and <b>'-ed'</b> introduce verbs. Complete some hold a sentence/ dictation type of activities to embed the learning and then offer</p>

## Writing

			<p><b>Handwriting:</b> understand which letters belong to which 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> <li>• Spell words using the <b>-ing</b>, <b>-ed</b>, <b>-er</b> and <b>-est</b> suffix correctly.</li> <li>• Write some sentences using the taught suffixes.</li> <li>• Start to understand what a verb and an adjective is.</li> </ul>	<p>opportunities to write texts that will include these words, such as a recount of a characters day focusing on what they did, this could be a diary entry.</p> <p>When teaching the suffixes <b>'-er'</b> and <b>'-est'</b> introduce adjectives. Complete some hold a sentence/ dictation type of activities to embed the learning and then offer opportunities to write texts that will include these words, such as a comparison of characters or a character description.</p>
Spring 2			<p><b>Spelling:</b> green words and some common exception words  <b>Spelling:</b> adding <b>-s</b> or <b>-es</b>  <b>VGP:</b> understand singular and plural  <b>VGP:</b> use a capital letter for the name of people, places, days of the week and I (introduce)  <b>Composition:</b> sequence sentences to form short narratives  <b>VGP:</b> teach about nouns</p>	<ul style="list-style-type: none"> <li>• Start to sequence sentences to form longer narratives that are accurately punctuated.</li> <li>• Spell green words that are phonically plausible in their writing.</li> <li>• Spell an increasing number of red words accurately in their writing.</li> <li>• Understand the terminology 'singular' and 'plural' in context.</li> <li>• Spell words by adding <b>-s</b> and <b>-es</b>.</li> <li>• Understand where a capital letter is needed in a sentence and begin to do this in their own writing.</li> <li>• Start to understand what a noun is.</li> </ul>	<p>This half term children will continue to build stamina in their writing but will still focus on accuracy. Children will have learnt many of the common exception words for Year 1 by now so ensure there is a focus on these being accurate in writing. Teach the children explicitly how to use the common exception word spelling sheets by playing games where they have to find the words as quick as possible and partner games where the partner says a word and the other partner has to find it and write it down in their DEB books.</p> <p>When teaching adding <b>'-s'</b> and <b>'es'</b> complete some hold a sentence/ dictation type of activities to embed the learning and then offer opportunities to write texts that will include these words.</p> <p>Teach about nouns to help children to understand when to use a capital letter. Include text types which will give children an opportunity to practise this in their writing.</p>
Summer 1			<p><b>Spelling:</b> green words and some common exception words  <b>Spelling:</b> use the prefix <b>-un</b>  <b>VGP:</b> begin to punctuate sentences using a question mark and exclamation mark.  <b>Composition:</b> sequence sentences to form short narratives  <b>Composition:</b> re-read what they have written to check that it makes sense</p>	<ul style="list-style-type: none"> <li>• Spell green words that are phonically plausible in their writing and begin to spell some words correctly.</li> <li>• Spell many of the Year 1 common exception words correctly in their writing.</li> <li>• Sequence sentences to form longer narratives that are mainly accurately punctuated.</li> <li>• Orally construct sentences using the prefix <b>-un</b>.</li> <li>• Write sentences using the prefix <b>-un</b>.</li> <li>• Understand what a question is.</li> <li>• Be able to ask questions.</li> </ul>	<p>Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling, capital letters and full stops.</p> <p>When teaching about question marks and exclamation marks ensure that children understand what a question is (this will be looked at in more depth in Year 2)</p> <p>Offer writing opportunities to practise questions, exclamations and using the prefix <b>-un</b>. These will be dictation/ hold a sentence as well as looking at text types.</p>

# Writing

				<ul style="list-style-type: none"> <li>• Use a question mark to accurately punctuate a question. (not necessarily in a piece of writing)</li> <li>• Understand when an exclamation mark is needed.</li> <li>• Use an exclamation mark accurately when writing.</li> <li>• Read their writing back to check it makes sense and to check for punctuation/ spelling. Edit using a purple pen.</li> </ul>	
Summer 2			<p><u>Spelling</u>: green words and some common exception words</p> <p><u>Spelling</u>: write the days of the week</p> <p><u>VGP</u>: use a capital letter for the name of people, places, days of the week and I.</p> <p><u>Composition</u>: sequence sentences to form short narratives</p>	<ul style="list-style-type: none"> <li>• Spell green words that are phonically plausible in their writing and begin to spell some words correctly.</li> <li>• Spell many of the Year 1 common exception words correctly in their writing.</li> <li>• Sequence sentences to form longer narratives that are usually accurately punctuated.</li> <li>• Use capital letters correctly in their writing.</li> <li>• Spell the days of the week correctly.</li> <li>• Read their writing back to check it makes sense and to check for punctuation/ spelling. Edit using a purple pen.</li> </ul>	<p>Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling for end of Year 1 expectations, capital letters and full stops. Focus on reading writing back to check for full stop, capital letter and simple spellings.</p> <p>Give children lots of opportunities to write longer narratives to practise/ embed everything that they have learnt this year. Focus on any common exception words that many in the class are spelling incorrectly in their writing.</p> <p>Use memory games/ rhymes to remember how to spell the days of the week.</p>
Ongoing during the year:			<p><u>Spelling</u>: Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><u>Composition</u>: Discuss what they have written with the teacher or other pupils.</p> <p><u>Composition</u>: Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		

## Year 2 Writing Skills Progression

Term	Topic	Text types/ linked texts	NC objectives	Focused skills and components	Components in practise
Autumn 1			<p><b>Spelling:</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><b>Spelling:</b> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</p> <p><b>Spelling:</b> learning to spell common exception words</p> <p><b>VGP:</b> sentences with different forms: statement, question</p> <p><b>VGP:</b> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, question marks,</p> <p><b>Handwriting:</b> form lower-case letters of the correct size relative to one another</p> <p><b>Handwriting:</b> use spacing between words that reflects the size of the letters.</p> <p><i>Recap from Year 1: understand what a sentence is, accurate demarcation of sentence.</i></p>	<ul style="list-style-type: none"> <li>Use the sounds that they know to spell green words and spell some correctly.</li> <li>Write down all of the ways to represent a phoneme and learn some more.</li> <li>Spell many Year 1 red words correctly in their writing.</li> <li>Learn Year 2 red words and use them in their writing.</li> <li>Write a short sequence of sentences that are punctuated accurately with a capital letter and full stop.</li> <li>Understand what a sentence is.</li> <li>Understand what a statement and a question is.</li> <li>Orally construct statements and questions.</li> <li>Write questions and statements that are punctuated accurately.</li> <li>Write small letters, medium letters and tall letters of the correct size.</li> </ul>	<p>This half term the main focus is on ensuring that the pupils understand what a sentence is and can write a sequence of sentences with accurate punctuation. They will produce less writing but it will be accurate. Encourage children to write one sentence at a time. For each sentence they need to say the sentence out loud, then have a go at writing any words they are unsure of (or the whole sentence) in their DEB books. Next write the final sentence down, read it back and check it, before moving to the next.</p> <p>Use the individual complex speed sounds chart to help when spelling green words. Say the word, ask for special friends, ask the children to find the sound, circle it with a pen, write the word using all the representations in their DEB books and tick the correct one. Play games where they have to find the sounds quickly. Do the same with the red words chart.</p> <p>Ensure your chosen text contains questions and statements to help with the teaching of these. Children often find it hard to understand what a question is so play games where they have to identify the questions, ask each other questions etc. Remind them that a question needs an answer. Give opportunities to write questions and statements in their writing.</p>
Autumn 2			<p><b>Spelling:</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><b>Spelling:</b> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</p> <p><b>Spelling:</b> learning to spell common exception words</p> <p><b>Spelling:</b> add suffixes <b>-er</b> and <b>-est</b> to adjectives where change is needed to the root word (also recap <b>-ed</b> and <b>-ing</b>)</p> <p><b>VGP:</b> sentences with different forms: command</p>	<ul style="list-style-type: none"> <li>Use the sounds that they know to spell green words and spell some correctly.</li> <li>Write down all of the ways to represent a phoneme and learn some more.</li> <li>Spell many Year 1 red words correctly in their writing.</li> <li>Learn Year 2 red words and use them in their writing.</li> <li>Orally construct sentences using <b>-er</b> and <b>-est</b> suffix.</li> <li>Correctly spell words using <b>-er</b> and <b>-est</b> suffix where change is needed to the root word.</li> <li>Understand what a command is.</li> </ul>	<p>Continue to focus on spellings and encouraging the children to use the individual spelling sheets and their DEB books to help them. Continue to model/ teach how to edit work and give time for this after each piece of writing.</p> <p>When teaching the <b>'-er'</b> and <b>'-est'</b> suffix ensure that the children can orally construct sentences using these words. Teach about the rules for changing the root word through actions and prompt sheets. Ask the children for pictures/ doodles that may help them to remember the rules. Give them the opportunity to write texts using these words such as character descriptions or comparisons.</p>

# Writing

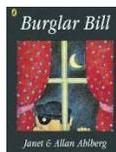
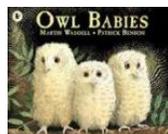
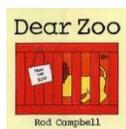
			<p><u>VGP:</u> learn about nouns, verbs and adjectives</p> <p><u>VGP:</u> expanded noun phrases to describe and specify.</p> <p><u>VGP:</u> commas in lists</p> <p><u>Handwriting:</u> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left <u>unjoined</u>.</p>	<ul style="list-style-type: none"> <li>Orally construct and write commands.</li> <li>Understand nouns, adjectives and verbs.</li> <li>Orally construct and then write expanded noun phrases.</li> <li>Understand how to use commas in lists.</li> <li>Start to use commas in lists in their writing.</li> <li>Use joins to join letters.</li> </ul>	<p>When teaching about commands use an instruction text. Play Simon says. Give the children lots of opportunities to orally construct commands before writing them. Recap nouns when teaching about commas in lists. Instructions are good to use as a focus for commas in lists because of the 'What you need' section.</p> <p>Commas are also used in expanded noun phrases. Ensure that the chosen text you are using has lots of examples of expanded noun phrases. Setting or character descriptions are good opportunities to use expanded noun phrases.</p>
Spring 1			<p><u>Spelling:</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><u>Spelling:</u> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p> <p><u>Spelling:</u> learning to spell common exception words</p> <p><u>Spelling:</u> learn to spell words with contracted forms</p> <p><u>VGP:</u> apostrophes for contracted forms</p> <p><u>VGP:</u> learn how to use the present and past tense correctly and consistently</p> <p><u>VGP:</u> learn how to use sub-ordination (when, if, that, because) and co-ordination (or, and, but)</p> <p><u>Handwriting:</u> write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<ul style="list-style-type: none"> <li>Use the sounds that they know to spell green words and spell some correctly.</li> <li>Write down all of the ways to represent a phoneme and learn some more.</li> <li>Spell many Year 1 red words correctly in their writing and some Year 2 red words correctly.</li> <li>Spell words with the contracted form (can't, didn't) and understand why the apostrophe is there.</li> <li>Understand and identify the past and present tense.</li> <li>Orally construct sentences in the past and present tense.</li> <li>Begin to write correctly in the past and present tense.</li> <li>Use conjunctions in sentences- when, if, that, because, or, and, but)</li> <li>Write capital letters of the correct size.</li> </ul>	<p>This half term the focus on accuracy continues but there also needs to start to be a focus on building writing stamina and having opportunities for more extended writing. Continue to play spelling games and encourage the use of the DEB books. Have a greater focus on editing work, especially on checking for spellings and punctuation. Within the text types ensure that there are lots of examples of the contracted form. Give the children dictated sentences/ hold a sentence to practise writing contracted forms in sentences. Use the apostrophe action when spelling the words.</p> <p>When teaching conjunctions give lots of opportunities to use these words in their writing or orally. The children could take part in debate where they have to put their arguments forward giving reasons. Non-fiction reports are also a good way to use conjunctions. In these the conjunctions can be used to explain facts. Ensure the text that you are using has lots of examples of conjunctions.</p>
Spring 2			<p><u>Spelling:</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><u>Spelling:</u> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,</p> <p><u>Spelling:</u> learning to spell common exception words</p>	<ul style="list-style-type: none"> <li>Use the sounds that they know to spell green words and spell some correctly.</li> <li>Write down all of the ways to represent a phoneme and learn some more.</li> <li>Spell many Year 1 red words correctly in their writing and most Year 2 red words correctly.</li> </ul>	<p>Continue to encourage writing stamina, accuracy and editing. Start to focus more on word choice and writing to interest the reader.</p> <p>When teaching about the possessive apostrophe ensure that the text has lots of examples of the possessive apostrophe in it. Give the children opportunities to write dictated sentences with possessive apostrophes in. Character descriptions are</p>

# Writing

			<p><u>Spelling:</u> learning the possessive apostrophe (singular)</p> <p><u>Spelling:</u> learn how to spell compound words</p> <p><u>Spelling:</u> the use of <b>-ly</b> to turn adjectives into adverbs</p> <p><u>VGP:</u> apostrophes for possessive apostrophe</p> <p><u>VGP:</u> learn about adverbs</p>	<ul style="list-style-type: none"> <li>• Understand why the possessive apostrophe is used.</li> <li>• Start to use the possessive apostrophe in their writing.</li> <li>• Identify compound words.</li> <li>• Spell compound words correctly.</li> <li>• Understand and identify adverbs.</li> <li>• Add <b>-ly</b> to words to create adverbs.</li> <li>• Start to use adverbs in writing.</li> </ul>	<p>good for possessive apostrophes: Jack's clothes are always dirty and torn.</p> <p>When teaching about adverbs recap verbs. Focus on how they help to 'paint a picture' in the reader's mind about how the verb is happening. Offer lots of examples of adverbs in the chosen text. Build a sentence, changing it from a boring sentence to an exciting sentence including adverbs. Play games where someone acts out a verb and their partner has to decide on an appropriate adverb.</p>
Summer 1			<p><u>Spelling:</u> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p><u>Spelling:</u> learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.</p> <p><u>Spelling:</u> learning to spell common exception words</p> <p><u>Spelling:</u> learn some homophones and near- homophones. Distinguish between them.</p> <p><u>VGP:</u> sentences with different forms: exclamation</p> <p><u>VGP:</u> learn how to use exclamation marks correctly</p>	<ul style="list-style-type: none"> <li>• Use the sounds that they know to spell green words and spell many correctly.</li> <li>• Write down all of the ways to represent a phoneme and learn some more.</li> <li>• Spell many red words correctly.</li> <li>• Understand homophones and near-homophones.</li> <li>• Learn to spell some homophones and near-homophones, begin to use them correctly in their writing.</li> <li>• Understand what an exclamation is.</li> <li>• Orally construct and then write exclamations.</li> <li>• Use an exclamation mark correctly.</li> </ul>	<p>Focus on 'writing for different purposes' and offer opportunities to write in different genres. Continue focus on editing work and start to include more in-depth editing where the children can use symbols to add sentences/ words at the bottom that they may have missed.</p> <p>Keep a strong focus on spellings, especially red words and suffixes. Re-teach any of the KS1 common exception words that the class are finding challenging.</p>
Summer 2			<p>Consolidate all learning across KS1 and practise in writing.</p> <p><u>Year 3 objectives:</u> Start looking at writing in paragraphs and also focus on speech marks (inverted commas) to punctuate direct speech.</p>	<ul style="list-style-type: none"> <li>• Write for a variety of purposes.</li> <li>• Use punctuation accurately.</li> <li>• Spell green and red words accurately.</li> <li>• Read work back and edit it.</li> <li>• Understand paragraphs.</li> <li>• Begin to write in paragraphs.</li> <li>• Begin to use inverted commas in their writing.</li> </ul>	<p>Continue to write for a variety of purposes moving in to more challenging genres such as a persuasive piece of writing. Give plenty of opportunities to practise all the skills they have learnt in KS1 so that they build writing stamina and fluency.</p> <p>Focus on any KS1 common exception words that as a class they are still finding hard. Offer opportunities to write in paragraphs and to look at a text that is in paragraphs. Use speech bubbles first so that children can write down what the character might be saying. Then move the speech from the bubbles into direct speech using inverted commas.</p>
Ongoing during the year:			<p>Pupils should be taught to:</p> <p><u>Develop positive attitudes towards and stamina for writing by:</u></p>		

# Writing

## 'Talk for Writing' texts.



## Dragonfly Nursery

Linked texts	<p>Brown Bear, Brown Bear Dear Zoo Rosie's Walk Handa's Surprise The Little Red Hen</p> <p>Nursery Rhymes linked to autumn and colour. Selection of Non-Fiction books to refer to: Autumn, Seasons, Feelings</p>	<p>We're Going on a Bear Hunt We're Going on an EGG Hunt Owl Babies The Very Hungry Caterpillar Our Wonderful Earth Mr Wolf's Pancakes</p> <p>Nursery Rhymes linked to minibeasts. Selection of Non-Fiction books to refer to: Minibeasts, Growth, Chinese Way of Life and Light and Dark.</p>	<p>Lady with the Alligator Purse Burglar Bill Smartest Giant in Town Miss Polly had a Dolly Humpty Dumpty What the Ladybird Heard Goldilocks has Chicken Pox Chicken Licken Three Little Pigs</p> <p>Nursery Rhymes linked to Emergency – Five Little Monkeys</p>
English Text Types	<p>Mark Making opportunities linked to topic. Sound association.</p>	<p>Name writing Introduce Set 1 Sounds RWI Nursery Programme</p>	<p>Word Level labelling – CVC (Set 1 sounds)</p>
Linked person of study	<p>Themselves and families Awareness of other cultures (Diwali, Africa (Handa's Surprise) Noah Baby Jesus</p>	<p>Themselves and families. God Jesus – as an adult. Mums and their other key female role models Awareness of other cultures</p>	<p>Themselves, their friends and families. Public people who help us: Emergency services Jesus</p>

# Writing

## Reception

Linked texts	<p>Inside Out film – Coloured characters linked to emotions.</p> <p>The Leaf Man Rainbow Rob Elmer Brown Bear, Brown Bear Rainbow Fish The Mixed-up Chameleon The Blue Balloon</p> <p>Poems/Songs – Rainbow Song, Seasons of Trees poem Oxford Reading Tree/John Foster (cover one stanza each season), Mixing Colours poem Eric Finney (Oxford Reading Tree Colours poems book) Selection of Non-Fiction books to refer to: Autumn, Seasons, Feelings</p>	<p>Stickman Gingerbread Man (TAW) Jack and the Beanstalk The Hungry Caterpillar (TAW) Monkey Puzzle Snail and the Whale Scarecrow's Wedding The Easter Story. Chinese New Year story (Zodiac). Peter Rabbit</p> <p>Poems/Songs – Tiny Caterpillar on a Leaf, Gingerbread chants, Seasons of Trees poem Oxford Reading Tree/John Foster (cover one stanza each season),</p>	<p>The Train Ride Oi Get Off My Train – UW exceeding link Dinosaurs and all that Rubbish. Duffy's Lucky Escape Marlin's Tangled Tale Nelson's Dangerous Dive Lost and Found Non-fiction vehicles/journeys Stories of Paul Noah Jonah Jesus Calms the Storm Pasty Peeps – beach safety theme – Year 1 link Poems/songs: The wheels on the train. Espresso Riding on a train. A very first Poetry Book: The summer sun, The Sea, Sea Song Seasons of Trees poem Oxford Reading Tree/John Foster (cover one stanza each season), Transport poems: learn Waving at Trains.</p>
English Text Types Talk for Writing	<p>Little Red Hen Christmas Story Word Level Labelling</p>	<p>Gingerbread Man The Hungry Caterpillar</p> <p>Sentence Level</p>	<p>The Train Ride Lost and Found</p> <p>Sentence level/Story narrative.</p>

## Year 1

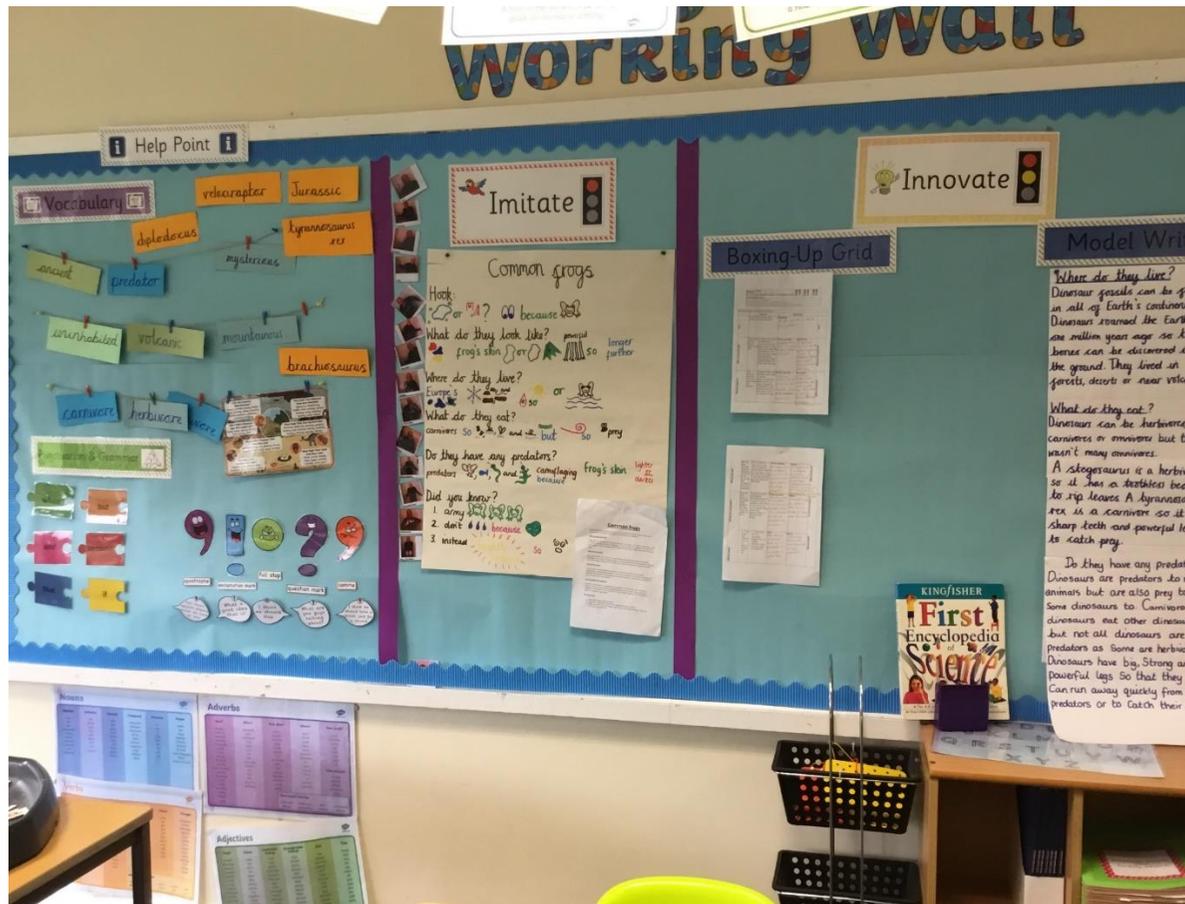
Linked texts	<p>Class Reads: Enormous Crocodile and The Giraffe, the Pelly and Me Poem to learn, remember and recite off by heart: If I was a Superhero by Sally Gray (link to TFW – English) Selection of Non-Fiction books to refer to.</p>	<p>Class Reads: Fantastic Mr. Fox and James and The Owl Who Was Afraid of The Dark. Poem to learn, remember and recite off by heart: There's a Tiny Caterpillar on a Leaf (link to TFW – English) Selection of Non-Fiction books to refer to.</p>	<p>Class Reads: Mousehole Cat and Secret Island. Poem to learn, remember and recite off by heart: Sand by Meish Goldish Selection of Non-Fiction books to refer to.</p>
TfW English Text Types	<p>2 Fiction – Narrative: Supertato, Lost and Found. 1 Non-Fiction – Report on animal from Antarctica. (Pte Corbett) 1 poem – If I were a Superhero by Sally Gray.</p>	<p>2 Fiction – Narrative: Little Red Riding Hood diary entry, Owl Babies Non-Fiction – Diary entry about The Hungry Caterpillar; Script for Wildlife Green Screen video Poem: There's a Tiny Caterpillar on a Leaf Easter story retell. Use clips from CBBC Really Wild Show for Topic Comprehension.</p>	<p>2 Fiction – Narrative: Lighthouse Keeper's Lunch, Pirates Love Underpants Non-Fiction – Newspaper report about Grace Darling; Beach safety poster (Computing) Poem: Grace Darling Acrostic Poem</p>

# Writing

## Year 2

Linked texts	2 class books linked to topic to read to class: Wild by Emily Hughes; Explorer Kathryn Rundell; Jungle Book Rudyard Kipling 1 poem to recite and remember linked to TFW: Rainforest poem Selection of Non-Fiction books to refer to.	2 class books linked to topic to read to class: Charlie and the Great Glass Elevator, Buzz Aldrin – Reaching for the Moon, Counting on Katherine Helaine Becker 1 poem to recite and remember linked to TFW: Planet Roll Call Selection of Non-Fiction books to refer to.	2 class books linked to topic to read to class: Secret Dinosaur - N S Blackman; Dinosaur Diary - Julia Donaldson; Thomas and the Tinners; Five Go Down to the Sea – Enid Blyton 1 poem to recite and remember linked to TFW: The Zealous Zoo Pie Corbett (to innovate about dinosaurs) Selection of Non-Fiction books to refer to.
English Text Types	2 Fiction: Narrative – Honda's surprise (innovate to include Rainforest animals and fruit); How the Tortoise got his Shell (Pie Corbett) 2 Non-fiction: Ed Stafford Diary (innovate to Percy Fawcett); My World Senses poem (Pie Cornett, innovate about The Rainforest)	2 Fiction: Narrative – The Way Back Home; The Chocolate Planet. 2 Non-fiction: Instructions – How to catch a dragon (innovate to catch an alien); Persuasion – Come and visit the moon.	2 Fiction: Narrative – Tom and the island of dinosaurs, Kassin and the greedy dragon 2 Non-fiction: Common Frog fact file (innovate to dinosaur) Mermaid newspaper report (innovate to Mary Anning finding fossils)

# Writing



Working Walls are used in our lessons to support children with spellings, rehearsing and internalising the text through the story map pictures and displaying model writing.

# Writing

## Wonderful Writing

