

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 (see Appendix 1: Read Write Inc), but children also have 4 ‘Talk for Writing’ sessions each week. 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 handwriting in EYFS and when children are ready, generally towards the end of Year 1, move to a precursive cursive script. This follows the structure of handwriting in our phonics scheme, Read Write Inc and ensures a consistent approach in writing for the school. In Y2, children begin to write in the full cursive style. 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

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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.

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 **Let Your Light Shine** and our mission statement:

‘With God’s love, our Christian values and our broad and aspirational curriculum we:

Shine our light on ourselves

Shine our light on others

Shine our light on our community and the wider world.’

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
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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.



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

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- Pupil progress is carefully monitored through half termly data analysis using our Jason Hurr tracking system. Independent writing tasks are used as part of this assessment.
- Termly pupil progress meetings monitor the progress of all pupils.

- The percentage of pupils achieving the expected standard in the ELG for writing and GLD continues to be above national standards.

Nursery (2-3 years) Writing Skills Progression

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Term	Topic	Text types/ linked texts	Focused skills and components	Components in practise
Autumn 1	<u>1.Little Red Riding Hood</u> <u>2.The Little Red Hen</u>	<u>1.Little Red Riding Hood</u> <u>2.The Little Red Hen</u>	<ul style="list-style-type: none"> Gross motor activities focussing on upper bodies. Use shoulder pivot technique when mark making on the chalk board, water in buckets with brushes, painting on vertical board, brushing up sand. 	<ul style="list-style-type: none"> This half-term focus on the variety of different activities needed to develop muscles in shoulders, arms. Model short phrases during play. Listen and support what children tell you about the marks they make. Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors. Provide different types of paper for children to tear, make marks on and print on. Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.
Autumn 2	<u>1.The Christmas Story</u> <u>2.The Christmas Story.</u>	<u>1.The Christmas Story</u>	<ul style="list-style-type: none"> Gross motor activities focussing on upper bodies. Use shoulder pivot technique when mark making on the chalk board, water in buckets with 	<ul style="list-style-type: none"> This half-term, continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Model simple phrases during play. Listen and support what children tell you about the marks they make. Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.

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		<u>2.The Christmas Story.</u>	<p>brushes, painting on vertical board, brushing up sand.</p> <ul style="list-style-type: none"> Using Playdough tools to roll, squash and squeeze to promote and develop elbow, wrist and shoulder gross motor skills Using elbow pivot when rolling balls with partners, bean bag throwing into a bucket, cotton buds onto paint on paper, digging in the sandpit 	<ul style="list-style-type: none"> Provide different types of paper for children to tear, make marks on and print on. Provide babies and toddlers with lots of opportunities to feed themselves. Encourage them to dress and undress independently. Other resources include balls, bean bags sand tools, paint brushes and playdough rolling pins and cutters.
Spring 1	<u>1.The Three Little Pigs</u> <u>2. The Gingerbread Man</u>	<u>1.The Three Little Pigs</u> <u>2. The Gingerbread Man</u>	<ul style="list-style-type: none"> Use shoulder pivot technique when mark making on the chalk board, water in buckets with brushes, painting on vertical board, brushing up sand. 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Model short sentences during play. Listen and support what children tell you about the marks they make. Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors.

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			<ul style="list-style-type: none"> Using elbow pivot when rolling balls with partners, bean bag throwing into a bucket, cotton buds onto paint on paper, digging in the sandpit. Using Playdough tools to roll, squash and squeeze to promote and develop elbow, wrist and shoulder gross motor skills Holding and using mark making tools to make marks and draw. 	<ul style="list-style-type: none"> Provide babies and toddlers with lots of opportunities to feed themselves. Encourage them to dress and undress independently. Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles. - once large-muscle co-ordination is developing well, children can develop small-muscle coordination - playground chalk, smaller brushes, pencils and felt pens will support this.
Spring 2	<u>1.The Three Billy Goats Gruff</u>	<u>1.The Three Billy Goats Gruff</u>	<ul style="list-style-type: none"> Use shoulder pivot technique when mark making on the chalk board, water in buckets with brushes, painting on vertical board. Holding and using mark making tools to 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Continue to focus on the variety of different activities needed to develop finger strength. Model short sentences during play. Listen and support what children tell you about the marks they make.

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	<u>2. Jack and The Beanstalk</u>	<u>2. Jack and The Beanstalk</u>	<p>make marks and draw.</p> <ul style="list-style-type: none"> To give a meaning to the marks that they make by talking about them. 	<ul style="list-style-type: none"> Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors. Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells. Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles. - once large-muscle co-ordination is developing well, children can develop small-muscle coordination - playground chalk, smaller brushes, pencils and felt pens will support this. Encourage children to talk about their mark making.
Summer 1	<u>1.The Very Hungry Caterpillar</u> <u>2.Chicken Licken</u>	<u>1.The Very Hungry Caterpillar</u> <u>2.Chicken Licken</u>	<ul style="list-style-type: none"> Provide lots of opportunities for mark-making with different media. Holding and using mark making tools to make marks and draw. To give a meaning to the marks that they make by talking about them. 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Continue to focus on the variety of different activities needed to develop finger strength. Listen and support what children tell you about the marks they make. Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors. Draw attention to marks, signs and symbols in the environment and talk about what they represent

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			<ul style="list-style-type: none"> To begin mark making some letter shapes that resemble the initial sound in their name. 	<ul style="list-style-type: none"> . Ensure this involves recognition of English and other relevant scripts. Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag. Hold conversations. Model writing for a purpose., e.g a shopping list. Provide a range of opportunities to write for different purposes about things that interest children. Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells. Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles. - once large-muscle co-ordination is developing well, children can develop small-muscle coordination - playground chalk, smaller brushes, pencils and felt pens will support this.
Summer 2	<u>1. Goldilocks and Three Bears</u>	<u>1. Goldilocks and Three Bears</u>	<ul style="list-style-type: none"> Provide lots of opportunities for mark-making with different media. 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Continue to focus on the variety of different activities needed to develop finger strength. Listen and support what children tell you about the marks they make.

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	<u>2. We're Going on a Bear Hunt</u>	<u>2. We're Going on a Bear Hunt</u>	<ul style="list-style-type: none"> • Holding and using mark making tools to make marks and draw. • To give a meaning to the marks that they make by talking about them. • To begin mark making some letter shapes that resemble the initial sound in their name. 	<ul style="list-style-type: none"> • Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors. • Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts. • Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag. • Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles. – once large-muscle co-ordination is developing well, children can develop small-muscle coordination - playground chalk, smaller brushes, pencils and felt pens will support this.
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Nursery (3-4 years) Writing Skills Progression

Term	Topic	Text types/ linked texts	Focused skills and components	Components in practise
Autumn 1	Over the rainbow	Noah's Ark Dear Zoo Brown bear, brown bear	<ul style="list-style-type: none"> Assess pencil grip related to gross and fine-motor development. Mark-making with different media. Gross motor activities focussing on upper bodies. All children have a go at painting a self-portrait. 	<ul style="list-style-type: none"> This half-term focus on the variety of different activities needed to develop muscles in shoulders, arms. Use Boogie Beebies and GoNoodle to provide opportunities for all children to use large movements. Use Squiggle As You Wiggle for children to copy large movements and make marks on paper with one-handed tools daily. Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
Autumn 2	Over the rainbow	Handa's surprise Rosie's Walk The little red hen The Nativity story	<ul style="list-style-type: none"> Assess pencil grip related to gross and fine-motor development. Mark-making with different media. Gross motor activities focussing on upper bodies. 	<ul style="list-style-type: none"> This half-term continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Teach children skills of how to use tools and materials effectively and give them opportunities to practise them. Use Squiggle As You Wiggle for children to copy large movements and make marks on paper with one-handed tools daily.

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			<ul style="list-style-type: none"> All children have a go at recognising their name and copying letters from their name inside a Christmas card. 	<ul style="list-style-type: none"> Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". Provide a range of left-handed tools, especially left-handed scissors, as needed. Support children with physical difficulties with triangular or thicker writing tools.
Spring 1	Our wonderful world	<p>We're going on a bear hunt</p> <p>Our wonderful Earth (story of creation)</p> <p>Mr. Wolf's pancakes</p> <p>The very hungry caterpillar</p>	<ul style="list-style-type: none"> Mark-making with different media. Continue to track children's fine and gross motor development through assessing their pencil grip. Listening games to hear the initial sounds in words. Introduce single letter sounds. Begin to practice cursive name writing for children who are developmentally ready. Introduce daily 'finger gym' with focused 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Use Squiggle As You Wiggle for children to copy large movements and make marks on paper with one-handed tools daily. Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". Introduce 'disco dough' as a focus group, focus on using one handed tools such as tweezers, and beads to practise finger strength. During this time an adult will lead a session with children who are assessed at using a grab hold pencil grip. Provide a range of left-handed tools, especially left-handed scissors, as needed. Support children with physical difficulties with triangular or thicker writing tools.

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			<p>activities aimed at developing fine motor skills.</p> <ul style="list-style-type: none"> All children have a go at marking their own 'we're going on a bear hunt' story map. 	<ul style="list-style-type: none"> Model writing for a purpose, e.g a shopping list. Provide activities during which children will experiment with writing, for eg, leaving a message. Use objects for sorting or games in Letters and Sounds Phase 1 pack to differentiate beginning sounds of words. Introduce the Read, Write Inc approach to introduce single letter sounds.
Spring 2	Our wonderful world	<p>Owl babies</p> <p>We're going on an egg hunt</p> <p>The Last supper and the Easter story</p>	<ul style="list-style-type: none"> Mark-making with different media. Continue to track children's fine and gross motor development through assessing their pencil grip. Practice cursive name writing for children who are developmentally ready. Listening games to hear the initial sounds in words. 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Use Squiggle As You Wiggle for children to copy large movements and make marks on paper with one-handed tools daily. Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". Use dough disco, one handed tools such as tweezers, beads to practise finger strength. During this time an adult will lead a session with children who are assessed at using a grab hold pencil grip.

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			<ul style="list-style-type: none"> • Introduce single letter sounds. • Begin to introduce assisted blending with small groups of children who are developmentally ready. • A few children may be ready to take a book home to share with their family. • Introduce daily 'finger gym' with focused activities aimed at developing fine motor skills. • All children have a go at copying letters from their Mother's day card and Easter card. 	<ul style="list-style-type: none"> • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Support children with physical difficulties with triangular or thicker writing tools. • Model writing for a purpose, e.g a shopping list. • Provide activities during which children will experiment with writing, for eg, leaving a message. • Use objects for sorting or games in Letters and Sounds Phase 1 pack to differentiate beginning sounds of words, e.g Silly Soup game. • Use the Read, Write Inc approach to introduce single letter sounds. • Introduce assisted blending with children who are developmentally ready.
Summer 1	Emergency!	Goldilocks has chicken pox Burglar bill	<ul style="list-style-type: none"> • Provide lots of opportunities for mark-making with different media. 	<ul style="list-style-type: none"> • Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms.

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		What the ladybird heard	<ul style="list-style-type: none"> Continue to track children's fine and gross motor development through assessing their pencil grip. Continue to introduce single letter sounds. Practice cursive name writing for children who are developmentally ready. Continue to introduce assisted blending with small groups of children who are developmentally ready. Continue to deliver daily 'finger gym' with focused activities aimed at developing fine motor skills. Listening games to hear the initial sounds in words. Begin to form letters correctly. 	<ul style="list-style-type: none"> Use Squiggle As You Wiggle for children to copy large movements and make marks on paper with one-handed tools daily. Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". Use dough disco, one handed tools such as tweezers, beads to practise finger strength. During this time an adult will lead a session with children who are assessed at using a grab hold pencil grip. Model writing for a purpose, e.g a shopping list. Provide activities during which children will experiment with writing, for eg, leaving a message. Use objects for sorting or games in Letters and Sounds pack to differentiate beginning sounds of words. Use the Read, Write Inc approach to introduce single letter sounds. Support children in recognising and writing their own names. Writing will be mainly tracing single letter shapes and attempting own.
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			<ul style="list-style-type: none"> Use name card to trace name. 	<ul style="list-style-type: none"> When modelling writing make sure to: model the cursive style and talk through the Read, Write, Inc saying.
Summer 2	Emergency!	<p>The three little pigs</p> <p>Chicken Lickin</p> <p>Smartest giant in town</p>	<ul style="list-style-type: none"> Provide lots of opportunities for mark-making with different media. Continue to track children's fine and gross motor development through assessing their pencil grip. Introduce single letter sounds. Trace letters in names. Continue to deliver daily 'finger gym' with focused activities aimed at developing fine motor skills. Listening games to hear the initial sounds in words. Focus groups modelling how to write labels and captions for children who 	<ul style="list-style-type: none"> Continue to focus on the variety of different activities needed to develop muscles in shoulders, arms. Model writing for a purpose with the children's help, e.g. a shopping list, message for parents, or reminder for ourselves. Model writing poems and short stories with the children's help, writing down ideas suggested by the children. Provide activities during which children will experiment with writing, for example, leaving a message using their own phonic knowledge. Include opportunities for writing during role-play and other activities. Use the Read, Write Inc approach to introduce single letter sounds. Model correct letter formation for children to follow in the air, on their hands. When modelling writing make sure to: model the cursive style and talk through the Read, Write, Inc saying.

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			<p>are developmentally ready.</p> <ul style="list-style-type: none"> • Begin to form letters correctly. 	<ul style="list-style-type: none"> • Writing will be mainly tracing single letter shapes and attempting own. • Support children in recognising and writing their own names. • Use Squiggle As You Wiggle for children to copy large movements and make marks on paper with one-handed tools daily. • Use dough disco to practise finger strength. During this time an adult will lead a session with children who are assessed at using a grab hold pencil grip. • Use objects to differentiate beginning sounds of words. • Fred Fingers for spelling...Say it several times, wave with pinching fingers, how many sounds, hide them then show me, agree. MTYT pinch the sounds on fingers, write. • Use cubes and other games to segment sounds in words. • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.
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Year R Writing Skills Progression

<u>Term</u>	<u>Topic</u>	<u>Text types/ linked texts</u>	<u>Development Matters</u>	<u>Focused skills and components</u>	<u>Components in practise</u>
Autumn 1	Colours of Me	<p>Inside Out film – Coloured characters linked to emotions. 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)</p>	<ul style="list-style-type: none"> 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. Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> Assess pencil grip related to gross and fine-motor development. Form letters correctly. Use name card to trace name if fine-motor skills are suitably developed. First independent entry in Literacy books for writing display – emergent writing. 	<ul style="list-style-type: none"> Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: That children have developed their upper arm and shoulder strength sufficiently They don't need to move their shoulders as they move their hands and fingers. That they can move and rotate their lower arms and wrists independently. Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing

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			<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. 		<p>with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</p> <ul style="list-style-type: none"> Encourage children to draw freely. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. Focus on the mechanics of writing this half term to lay the foundations for the year. Support children with physical difficulties with nonslip mats and triangular or thicker writing tools.
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					<ul style="list-style-type: none"> • Provide areas for sitting at a table that are quiet, purposeful, and free of distraction. • Give children regular, sensitive reminders about correct posture. • Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. • Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees. • Focus on teaching the Set 1 single sounds using the Read, Write, Inc approach. • Help children to read the sounds speedily. • Focus will also be on playing games to hear and identify the initial sounds in words. • Writing will be mainly tracing single letter shapes and attempting own. • Teach formation as they learn the sounds for each letter modelling the
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					printing style and talk through the Read, Write, Inc saying.
Autumn 2	Colours of Me	<p>Inside Out film – Coloured characters linked to emotions. 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).</p>	<ul style="list-style-type: none"> 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. Read individual letters by saying the sounds for them. Form lower-case and capital letters correctly. 	<ul style="list-style-type: none"> Continue to re-assess pencil grip related to gross and fine-motor development. Form letters correctly. Use name card to trace name if fine-motor skills are suitably developed. 	<ul style="list-style-type: none"> Before teaching children, the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: That children have developed their upper arm and shoulder strength sufficiently They don't need to move their shoulders as they move their hands and fingers. That they can move and rotate their lower arms and wrists independently. Help children to develop the core strength and stability they need to support their small motor skills. Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray

Writing

			<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Begin to use Fred Fingers to spell CVC words. • Begin to find mistakes in spellings. • Second independent entry in Literacy books for writing display – emergent writing. 	<p>bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.</p> <ul style="list-style-type: none"> • Encourage children to draw freely. • Regularly review the equipment for children to develop their small motor skills. • Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? • Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. • Focus on the mechanics of writing this half term to lay the foundations for the year. • Support children with physical difficulties with nonslip mats and triangular or thicker writing tools.
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Writing

					<ul style="list-style-type: none"> • Provide areas for sitting at a table that are quiet, purposeful, and free of distraction. • Give children regular, sensitive reminders about correct posture. • Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. • Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees. • Focus on teaching the Set 1 single sounds using the Read, Write, Inc approach. • Help children to read the sounds speedily. • Focus will also be on playing games to hear and identify the initial sounds in words. • Writing will be mainly tracing single letter shapes and attempting own. • Teach formation as they learn the sounds for each letter modelling
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Writing

			<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 		<p>the printing style and talk through the Read, Write, Inc saying.</p> <ul style="list-style-type: none"> Fred Fingers for spelling...Say the word several times, wave with pinching fingers, how many sounds, hide them then show me, agree. MTTT pinch the sounds on fingers, left to right, then write. Use cubes and other games to segment sounds in words. <u>Word Doctor</u>: read a CVC word from the Talk 4 Writing linked text, find the mistake and correct the spelling. Exceeding: Write sentences for each part of the Christmas story.
Spring 1	Once Upon a Time	Stickman Gingerbread Man (TfW) Jack and the Beanstalk The Hungry Caterpillar (TfW). Monkey Puzzle Snail and the Whale	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Handwriting – progress to smaller handwriting tracking and practise books. Use Fred Fingers to spell CVC words. Encourage use of CVC spellings related to Talk 4 Writing linked text. 	<ul style="list-style-type: none"> Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Fred Fingers for spelling...Say the word several times, wave with

Writing

		<p>Scarecrow's Wedding The Easter Story. Chinese New Year story (Zodiac). Peter Rabbit</p>	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Complete a sentence, hold a sentence. • Begin to introduce red words for spelling. • Begin to introduce Capital letters and full stops. • Third independent entry in Literacy books for writing display – emergent writing. 	<p>pinching fingers, how many sounds, hide them then show me, agree. MTYT pinch the sounds on fingers, left to right, then write.</p> <ul style="list-style-type: none"> • Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient, and fluent over time. • Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. • Use cubes and other games to segment sounds in words. • <u>Complete a sentence</u>: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. • <u>Hold a sentence</u>: 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. • <u>Caption Doctor</u>: read a caption from the Talk 4 Writing linked text, find
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Writing

					<p>the mistakes and correct the spelling.</p> <ul style="list-style-type: none"> Exceeding: Use the linked text to support writing, e.g write a wanted poster for The Gingerbread man.
Spring 2	Once Upon a Time	<p>Stickman</p> <p>Gingerbread Man (TfW)</p> <p>Jack and the Beanstalk</p> <p>The Hungry Caterpillar (TfW).</p> <p>Monkey Puzzle</p> <p>Snail and the Whale</p> <p>Scarecrow's Wedding</p> <p>The Easter Story.</p> <p>Chinese New Year story (Zodiac).</p> <p>Peter Rabbit</p>	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. Read some letter groups that each represent one sound and say sounds for them. Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> Handwriting – progress to smaller handwriting tracking and practise books. Use Fred Fingers to spell CVC words. Encourage use of CVC spellings related to Talk 4 Writing linked text. Complete a sentence, hold a sentence. Begin to introduce red words for spelling. Begin to introduce Capital 	<ul style="list-style-type: none"> Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Fred Fingers for spelling...Say the word several times, wave with pinching fingers, how many sounds, hide them then show me, agree. MTTT pinch the sounds on fingers, left to right, then write. Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient, and fluent over time. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Use cubes and other games to segment sounds in words.

Writing

				<p>letters and full stops.</p> <ul style="list-style-type: none"> Fourth independent entry in Literacy books for writing display – emergent writing. 	<ul style="list-style-type: none"> <u>Complete a sentence</u>: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. <u>Hold a sentence</u>: 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. <u>Caption Doctor</u>: read a caption from the Talk 4 Writing linked text, find the mistakes and correct the spelling. <u>Exceeding</u>: Use the linked text to support writing, e.g write a food diary for The Hungry Caterpillar – a sentence per day of the week.
Summer 1	The Marvellous Mystery Tour	The Train Ride Oi Get Off My Train – UW exceeding link Dinosaurs and all that Rubbish. Duffy's Lucky Escape	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Spell green words that are phonically plausible in their writing and begin to spell some common words correctly. 	<ul style="list-style-type: none"> Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting

Writing

		<p>Marli's Tangled Tale</p> <p>Nelson's Dangerous Dive</p> <p>Lost and Found</p> <p>Non-fiction vehicles/journeys</p> <p>Stories of Paul</p> <p>Noah</p> <p>Jonah</p> <p>Jesus Calms the Storm</p>	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check 	<ul style="list-style-type: none"> Fifth independent entry in Literacy books for writing display – emergent writing. 	<p>(pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.</p> <ul style="list-style-type: none"> <u>Complete a sentence</u>: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. <u>Hold a sentence</u>: 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. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.
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Writing

			that it makes sense.		<ul style="list-style-type: none"> • <u>Sentence Doctor</u>: read a sentence from the Talk 4 Writing linked text, find the mistakes, and correct the spelling. • Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling, capital letters and full stops. • Model how you read and re-read your own writing to check it makes sense.
Summer 2	The Marvellous Mystery Tour	The Train Ride Oi Get Off My Train – UW exceeding link Dinosaurs and all that Rubbish. Duffy's Lucky Escape Marli's Tangled Tale Nelson's Dangerous Dive Lost and Found Non-fiction vehicles/journeys Stories of Paul Noah Jonah Jesus Calms the Storm	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Read a few common exception words matched to the school's phonic programme. • Write short sentences with words with 	<ul style="list-style-type: none"> • Spell green words that are phonically plausible in their writing and begin to spell some common words correctly. • Spell many Reception red words correctly in their writing. • Begin to sequence sentences to form longer narratives. • Begin to use capital letters correctly in their writing. • Read their writing back to check it makes sense and 	<ul style="list-style-type: none"> • Encourage children to draw freely. • Engage children in structured activities: guide them in what to draw, write or copy. • Teach and model correct letter formation. • For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. • Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). • Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. • Note correspondences between letters and sounds that are unusual

Writing

			<p>known sound-letter correspondences using a capital letter and full stop.</p> <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<p>to check for punctuation/spelling. Edit using a purple pen.</p> <ul style="list-style-type: none"> Sixth independent entry in Literacy books for writing display – emergent writing. 	<p>or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <ul style="list-style-type: none"> <u>Complete a sentence</u>: in RWI, children will read an incomplete sentence with the teacher and work out the spelling needed to complete it. They will help the teacher to write the spellings, then they will be covered up/rubbed out and the children will complete the sentence themselves. <u>Hold a sentence</u>: 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. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Model how you read and re-read your own writing to check it makes sense. <u>Sentence Doctor</u>: read a sentence from the Talk 4 Writing linked text, find the mistakes, and correct the spelling. Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling for Year 1 expectations, capital letters
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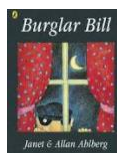
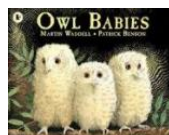
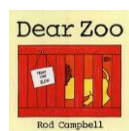
Writing

					<p>and full stops. Focus on reading writing back to check for full stop, capital letter and simple spellings.</p> <ul style="list-style-type: none"> Exceeding: Give children lots of opportunities to write longer narratives to practise/ embed everything that they have learnt this year – using the linked text, e.g The Train Ride to write a narrative.
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Year 1 Writing Skills Progression. - See Appendix 1

Year 2 Writing Skills Progression – See Appendix 2

‘Talk for Writing’ texts.



Writing

Dragonfly Nursery

Linked texts	<p>Brown Bear, Brown Bear Dear Zoo Rosie's Walk <u>Handa's Surprise</u> 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 <u>Licken</u> 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 (<u>Handa's Surprise</u>)) 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>

Reception

Linked texts	<p>Inside Out film – Coloured characters linked to emotions. 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 (<u>TAW</u>) Jack and the Beanstalk The Hungry Caterpillar (<u>TAW</u>) 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 <u>Mark's</u> 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>

Writing

Year 1

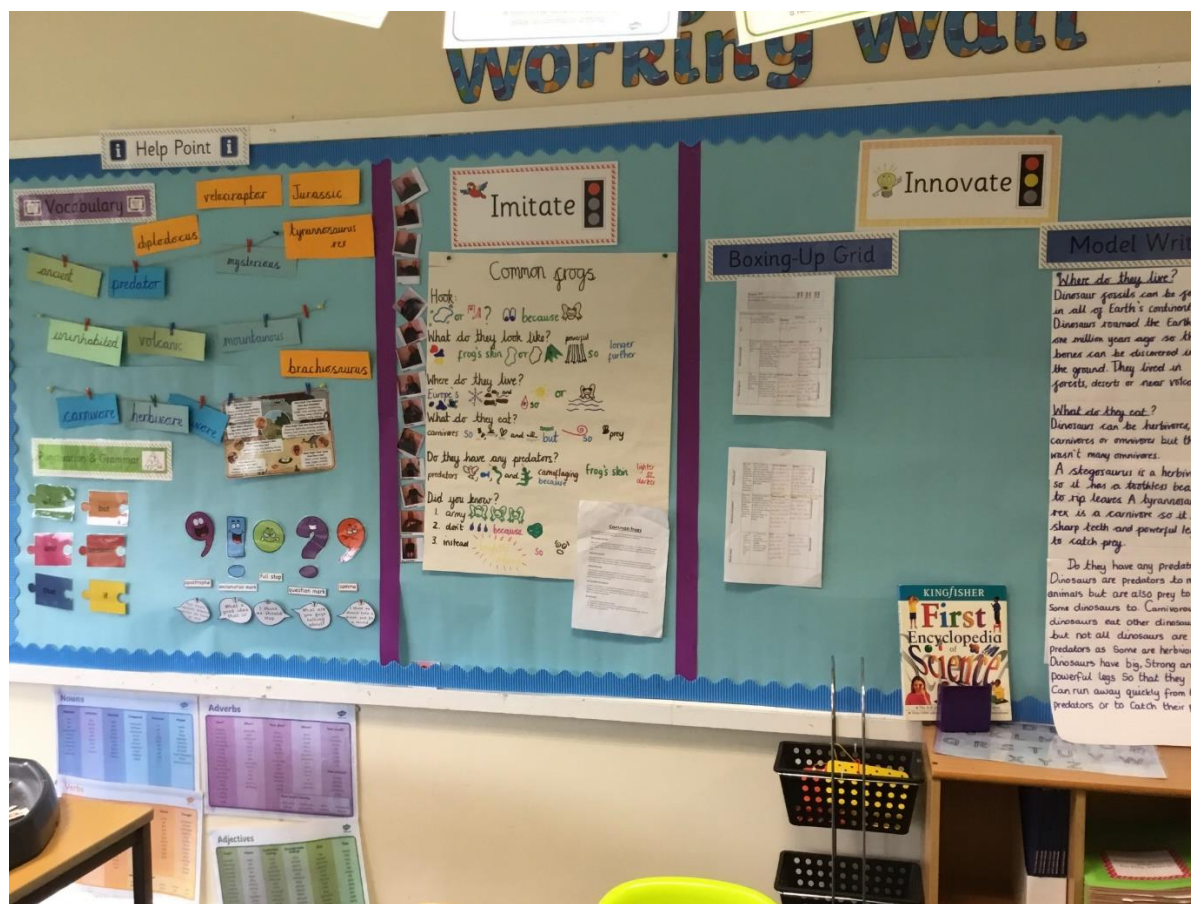
Linked texts	James and the Giant Peach, If I were a superhero, The Penguin who wanted to find out, The Great Explorer,	The Owl who was afraid of the dark, The Lost Words, Peep Inside: Bug Homes, What do you see when you look at a tree?	The Secret Island, A First Book of the Sea, The Storm Whale, Castles Magnified, The Castle the King Built, Sand by Meish Goldish
English text types	Fiction: Traction Man, Lost and Found, Non-fiction: Non-chronological report (Antarctic animals). Poetry: If I were a superhero.	Fiction: Little Red Riding Hood, Owl babies, Non-fiction: Hungry Caterpillar diary, Television script, Poetry: There's a tiny caterpillar on a leaf Easter Story	Fiction: Lighthouse Keepers Lunch, Pirates Love Underpants. Non-fiction: Newspaper report (Grace Darling) Poster (Beach Safety) Poetry: Acrostic

Writing

Year 2

Linked texts	The Puffin Keeper, Mermaid of Zennor, Cornish Tales, Why the whales came, The pisky-led boy, The Mousehole Cat	Fiction: First person diary writing (historical fiction), Non-fiction: Letter writing, Instructions,	Wild (Emily Hughes), There's a Rang-Tan in my Bedroom, The Great Kapok Tree, Where the Forest Meets the Sea, (Extra range of non-fiction).
English text types	Fiction: Handa's surprise, How tortoise got his shell. Non-fiction: persuasive brochure. Poetry: The Magic Box	Vlad and the Great Fire of London, Toby and the Great Fire of London, The Great Fire of London (Liz Gogerly) The Great Fire of London: 350 th Anniversary of the Great Fire of 1666. Diaries of Samuel Pepys and John Evelyn	Fiction: Kassim and the Greedy Dragon, Tom and the Island of Dinosaurs Non-fiction: Non-chronological report (fact file), Ed Stafford's diary. Poetry: The Zealous Zoo (Pie Corbett)

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

