

## **Be a Writer!**

### **Writing Curriculum - Intent**

Writing is a skill for life and through our engaging and meaningful curriculum we want all pupils to become confident writers. We acknowledge that writing is a complex skill; a mixture of transcription (handwriting, spelling) and composition skills (ideas, sentence structure, word choice). Our aim is to equip our children with all of these skills so that Writing has a clear purpose in their life, whilst offering opportunities for children to develop their creativity and imagination. We teach writing through a range of high-quality texts in order to enthuse the children and put their learning into context. Through teaching spelling, handwriting, grammar and punctuation we are enabling the children to write confidently and these mechanics of writing are woven into our writing curriculum. The curriculum provides opportunities for the children to write for a range of purposes and in different styles; developing confidence and empowering them to apply learnt skills in different contexts. Our writing learning journeys are broken down into three key parts; **Share, Practise, Apply**. Speaking and listening skills play a pivotal role in the teaching of writing at Church Hill Infants with all adults being role models and actively encouraging the children to talk and develop their language skills. During the planning and sharing stage, children are taught to verbalise and clarify their ideas before recording. We then give children the opportunity to practise new skills before applying them into longer writes with increasing independence. The editing process is also vital and children are taught how to check their work in order to correct mistakes and make improvements.

### **SEND**

We believe that every child should be respected as an individual and has the right to learn and develop their talents and abilities (Article 29). We adapt the curriculum and supply resources to suit pupil's individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning. Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum due to their individual learning profile, therefore they may not necessarily access all aspects of the progression map in order. For example, in writing children may have learnt the necessary transcription skills but are unable to verbally compose coherent sentences. Writing comprises of transcription skills (handwriting/spelling), composition skills (ideas, sentences, word choice) and editing skills. There are a number of areas that children can find difficult in writing, and

we offer varied support for each child's individual need. This could be providing children with appropriate pencil grips, coloured overlays for visual stress, having darker lines in books or using yellow writing for children to trace over letters. Differentiated sound mats and high frequency word mats are also used within writing lessons. These support children in their transcription skills. We also provide resources to support composition skills, such as talk tins and voice notes to help children to remember their ideas. Colourful semantics has also proved extremely useful for early writers and for children with additional needs. This helps children to verbally build their sentences before they write them. Homework and spelling lessons are also differentiated to allow all children to access this at their own level. We communicate regularly with parents to offer ideas for how best to support their child at home.

	EYFS	Year 1	Year 2
Child as a Writer	<p><b>Three and Four Years Olds</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Write some or all of their name.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Use new vocabulary in different contexts</li> </ul> <p><b>ELG</b></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> <li>Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ...</li> <li>Can express preferences for writing</li> <li>Can write at will/independently</li> <li>Reads aloud their own writing to peers and teacher</li> <li>Can discuss their writing with peer or teacher</li> </ul>	<ul style="list-style-type: none"> <li>Can complete a whole text as well as sections of a text e.g. sustain an entire story, report....</li> <li>Can express preferences for writing</li> <li>Can write at will/independently</li> <li>Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story</li> <li>Can write with increasing fluency and stamina</li> <li>Reads aloud their own writing to peers and teacher with appropriate expression</li> </ul>

Composition

**Three and Four Year Olds**

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Use longer sentences of four to six words.

**Reception**

- 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 that it makes sense.
- Learn new vocabulary.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives
- Develop storylines in their pretend play

**ELG**

- Write simple phrases and sentences that can be read by others.
- Invent, adapt and recount narratives and stories with peers and teachers.

- Understands how words combine to make sentences
- Can orally compose a sentence
- Can use some appropriate story language e.g. Once upon a time, happily ever after....
- Can re-read work to check it makes sense e.g. notices missing words or sentences....
- Can say what they are going to write about
- Can sequence sentences to form short narrative
- Can include some detail in writing to add interest, for example an adjective or simple simile
- Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story
- Can re-read work to check for missing punctuation

- Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame.
- Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes
- Can use a variety of conjunctions to extend sentences and give further information
- Can say what they are going to write about e.g. orally tell story
- Can sustain the use of the correct tense across a range of text types e.g. story, letter
- Can read own and peers' writing and make suggestions for improvements
- Records ideas sentence by sentence, rehearsing each sentence orally before scribing
- Can use adverbs to qualify verbs e.g. he ran slowly.
- Can use pronouns to avoid repetition e.g. he, they, our
- Can write narrative with a clear beginning, middle and end.
- Can use some appropriate story language e.g. In a land far far away.
- Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense
- Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect

			<ul style="list-style-type: none"> <li>• Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry</li> <li>• Can proof read to check for spelling errors</li> <li>• Can proof read to check for missing punctuation</li> </ul>
<b>Grammar and punctuation</b>		<ul style="list-style-type: none"> <li>• Can use full stops to end some sentences</li> <li>• Can use capital letters at the start of some sentences</li> <li>• Joins words or clauses using 'and'</li> <li>• Begins to use capital letters for names (proper nouns) and personal pronoun 'I'</li> <li>• Begins to use exclamation marks and question marks</li> </ul>	<ul style="list-style-type: none"> <li>• Joins words or clauses using co-ordination e.g. or, and , but</li> <li>• Joins clauses using subordination e.g. if, when, because .....</li> <li>• Can use sentences with different forms e.g. statement, exclamation, question or command</li> <li>• Can use full stops, exclamation marks and question marks to demarcate most sentences</li> <li>• Can use capital letters at start of most sentences</li> <li>• Uses capital letters for names (proper nouns)</li> <li>• Can use commas to separate items in a list</li> <li>• Can indicate possession by using the possessive apostrophe for singular nouns</li> <li>• Use the present and past tense consistently, including the progressive form</li> </ul>

Spelling	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>Can segment spoken words into taught phonemes before choosing a grapheme to represent that phoneme, spelling some correctly</li> <li>Can begin to choose and use alternative graphemes for the vowel sounds e.g. ay, ai, a-e</li> <li>Can correctly write a dictated sentence that includes words taught so far</li> <li>Can use letter names to distinguish between alternative spellings of the same phoneme</li> <li>Can add s or es to nouns to make plurals</li> <li>Can use prefix un correctly</li> <li>Can add ed, ing, er and est to root words where no change is needed</li> <li>Can spell many of the common exception words from English Appendix 1 in their writing</li> <li>Applies knowledge of other spelling patterns from English Appendix 1 in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Use the present and past tense consistently, including the progressive form</li> <li>Common polysyllabic words spelt correctly</li> <li>Can segment spoken words into phonemes before choosing grapheme to represent that phoneme, spelling many correctly</li> <li>Can begin to choose and use alternative spelling patterns for the vowel sounds e.g. ay, ai, a-e</li> <li>Can explain the meaning of and apply the different spelling of some homophones and near homophones e.g. there/their/they're, here/hear</li> <li>Can use an apostrophe for omissions (contractions)</li> <li>Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e.g. make - making</li> <li>Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat – patting</li> </ul>

			<ul style="list-style-type: none"> <li>• Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e.g. copy - copied, silly - silliness</li> <li>• Suffixes from English Appendix 1 are spelt and used accurately e.g. ment, ness, ful, less, ly</li> <li>• Applies knowledge of other spelling patterns from English Appendix 1 in their writing</li> <li>• Can write a dictated sentence from memory that includes words taught so far correctly</li> </ul>
Handwriting	<p><b>Three &amp; Four Year olds</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Write some letters accurately.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• 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.</li> </ul>	<p>Can use spacing between words</p> <p>Can hold a pencil comfortably and correctly</p> <p>Can form lower-case letters and digits in the correct direction, starting and finishing in the right place</p> <p>Can form lower-case letters of the correct size relative to one another in some of the writing</p> <p>Can form capital letters</p> <p>Handwriting is legible</p>	<p>Clear differentiation between ascenders and descenders</p> <p>Lower case, capital letters and digits are accurately formed and orientated</p> <p>Can form lower case letters of the correct size relative to one another</p> <p>Can form capital letters of the correct size relative to lower case letters</p> <p>Can use spacing between words that reflects the size of letters</p> <p>Can start to use some diagonal and horizontal strokes to join letters</p> <p>Handwriting is legible</p>

	<ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>ELG</b> Write recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.</p>		
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## Writing Diet

At Church Hill Infants we encourage children to write for variety of purposes. Children are exposed to writing daily, whether that be through discreet writing sessions, phonics sessions or handwriting sessions. Children are also given regular opportunities to practise their writing skills independently. We feel children should be aware of how important writing is across the curriculum and have opportunities to write within a range of lessons eg. Recording findings in science, or writing an email in computing.

	<b>Writing Diet</b>
<b>Foundation Stage</b>	Writing lessons – focus groups Daily phonics Independent writes Daily name writing practise Daily letter formation practise of letters taught so far.



	Funky finger continuous provision Handwriting homework books (where necessary)
<b>Year 1</b>	Writing lessons Handwriting Handwriting intervention Daily phonics Independent writes
<b>Year 2</b>	Writing lessons Handwriting session Handwriting intervention Daily phonics/ spelling Shared Reading Independent writes