



## Writing Curriculum Intent Progression of Skills and Knowledge for Writing

### Curriculum Vision for Writing

Literacy is the heart of all learning. We aim to engender a lifelong love of reading through equipping pupils with reading strategies to be fluent, independent, and able to access meaning. We aim for pupils to be able to speak and listen to communicate effectively. We provide enriching texts which enable them to become authors, skilled in writing for a range of purposes and with impact.

### Spirituality Statement for Writing

#### Ps 45 verse 1

*'Beautiful words fill my mind. I am speaking of royal things. My tongue is like the pen of a skilled writer.'*

#### Cultural Capital

- We provide a range of magazines in each class that are linked closely to the children's interests.
- For world book week, we invite an author in to share their passion and the journey they took to become an author.
- The children in all year groups visit the local library.
- The local library comes to school to launch the Summer Reading Challenge to encourage children to take part.

#### Cross Curricular Links

Writing is taught throughout the day in every curriculum subject.

<p><b>EYFS:</b></p> <p><b>ELG: Writing</b></p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p><b>Year 1:</b></p> <p><b>Transcription:</b></p> <p>Pupils should be taught to:</p> <p>spell: words containing each of the 40+ phonemes already taught</p> <ul style="list-style-type: none"> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Writing composition:</b></p> <p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<p><b>Year 2:</b></p> <p><b>Writing transcription</b></p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <ul style="list-style-type: none"> <li>• apply spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul> <p><b>Writing composition:</b></p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> </ul>
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	<ul style="list-style-type: none"><li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul>	<ul style="list-style-type: none"><li>• writing poetry</li><li>• writing for different purposes</li></ul> consider what they are going to write before beginning by: <ul style="list-style-type: none"><li>• planning or saying out loud what they are going to write about</li><li>• writing down ideas and/or key words, including new vocabulary</li><li>• encapsulating what they want to say, sentence by sentence</li></ul> make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"><li>• evaluating their writing with the teacher and other pupils</li><li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly</li><li>• read aloud what they have written with appropriate intonation to make the meaning clear</li></ul>
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The composite objectives are highlighted in bold below.

Skill		Reception	Year 1	Year 2
Text	Layout devices including punctuation for layout and organisation	Identify layout features in reading, naming key features (e.g. author, blurb, title)	Spaces between words Write lists, labels and captions Use title to predict content of book when reading	Use headings & sub-headings in reading to orientate round a text
	Building a series of sentences to create a whole text and develop cohesion.	<b>Speaking:</b> They develop their own narratives and explanations by connecting ideas or events  Match short sentences or captions to a series of several pictures	<b>Sequencing sentences to form short narratives</b>	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story  <b>Correct choice and consistent use of tense throughout writing</b>
Sentence	Developing the content of a sentence: adding information	<b>Reading:</b> Children read and understand simple sentences.  <b>Writing:</b> They write simple sentences which can be read by themselves and others	<b>How words combine to make sentences</b>  Read age- appropriate books fluently, e.g. using punctuation to convey meaning (for example re- order a cut-up sentence based on the book)  Understand and orally use a variety of grammatical structures	<b>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type</b>  Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon)  Add more information to a sentence through using adverbs ending in -ly, eg She walked <u>quickly</u>

	Developing the structure of a sentence: using conjunctions to link ideas within a sentence	<p><b>Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&amp;L: speaking)]</b></p>	<p><b>Joining words and joining clauses using and</b></p> <p><i>Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word</i></p> <p><i>Use orally, read in and spell the words (as part of phonics programme): when, if, that, but, or</i></p>	<p><b>Subordination (using conjunctions such as when, if, that, because) and co- ordination (using and, but, or)</b></p>
	Verb forms	<p><b>Speaking</b></p> <p><b>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</b></p> <p><i>Read words with simple suffixes, for example –ed, -ing and –s, both in phonics and text reading.</i></p> <p><i>Spell simple words with the suffixes –ing and –s</i></p>	<p><i>Use present tense e.g. She helps the boy.</i></p> <p><i>Use past tense e.g. She helped the boy.</i></p> <p><b>Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word (also see 'Verbs' section below)</b></p> <p><b>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance)</b></p>	<p><b>Use present progressive:</b></p> <p><i>She is helping the boy.</i></p> <p><b>Use past progressive:</b></p> <p><i>She was helping the boy.</i></p>
<b>Punctuation</b>	Use of apostrophes	<p><i>Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context</i></p>	<p><b>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)</b></p> <p><i>Spell some contracted words, as part of Common Exception Word</i></p>	<p><b>Use apostrophes to mark where letters are missing in spelling</b></p> <p><b>Use apostrophes to mark singular possession in nouns (for example, the girl's name)</b></p>

	Demarcation to mark sentence boundaries	<p><i>Show awareness of punctuation in reading and begin to use full stops in writing</i></p> <p><i>Identify capital letter, full stop</i></p>	<p><b>Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <p><b>Use capital letters for names &amp; the personal pronoun I</b></p> <p><b>Compose sentence orally before writing it.</b></p>	<p><b>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b></p> <p><b>Learn how to use both familiar and new punctuation accurately.</b></p>
	Demarcation within sentences	<p><i>Understand the concept of a word</i></p> <p><i>Read word by word (one to one correspondence)</i></p>	<p><b>Separate words with spaces</b></p> <p><i>Know to use capital letters for proper nouns e.g. days of the week, places and people's names</i></p>	<p><b>Use commas to separate items in a list</b></p> <p><i>Accurately use capital letters for proper nouns e.g. days of the week, places and people's names</i></p>
<p><b>Word:</b> Understanding how grammar influences word formation</p>	Nouns	<p><i>Form words that are plural nouns by adding '-s'</i></p>	<p><b>Spell regular plural noun suffixes (eg dog&gt;dogs, wish&gt;wishes)</b></p> <p><b>Write proper nouns with capitals (e.g. days of week, names)</b></p> <p><b>Read words containing -s, -es, endings (including change to root)</b></p>	<p><b>Form nouns using suffixes such as -ment, -tion, -ness, -er (e.g. enjoyment, action, fitness, baker)</b></p> <p><b>Formation of nouns by compounding (for example, whiteboard, superman)</b></p>

	Verbs, adverbs and adjectives	<p><i>Form words that are adjectives by adding ‘-er’ (longer, thicker), or verbs by adding ‘-ing’ (quacking, going)</i></p>	<p><b>Spell suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper)</b></p> <p><b>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</b></p> <p><b>Read words containing –s, –es, –ing, –ed, –er and –est endings (including change to root)</b></p>	<p><b>Spell adjectives using suffixes such as –ful, –less Use the suffixes –er, –est in adjectives</b></p> <p><b>Use –ly in Standard English to turn adjectives into adverbs</b></p> <p><b>Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in // sound are mostly spelt ‘-al’</b></p>
	Standard English	<p><b>Writing:</b> They write simple sentences which can be read by themselves and others</p> <p><i>Spell some CEW accurately</i></p> <p><b>Speaking:</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>Read back words they have spelt</b></p> <p><b>Re-read what they have written to check that it makes sense</b></p> <p><b>Misspellings of words that pupils have been taught to spell should be corrected</b></p> <p><b>Spell CEW accurately</b></p> <p><b>Use letter names to distinguish between alternative spellings of the same sound</b></p> <p><b>Spell the words: was, were, are, am.</b></p>	<p><b>Use some features of written Standard English.</b></p> <p><b>Make correct choice and consistent use of present tense and past tense throughout writing</b></p> <p><b>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</b></p>
<b>Terminology for pupils</b>	(These terms could be used by <b>teachers</b> in the preceding year)	<p><i>Examples:</i> <i>author, illustrator, top line, bottom line, first letter, last letter, trigraph, label</i></p> <p><i>[Also see the ‘HfL Guided Reading Booklet for YR-KS1’ for full list of recommended terms]</i></p>	<p><b>letter, capital letter word, singular, plural</b></p> <p><b>sentence, punctuation, full stop, question mark, exclamation mark</b></p>	<p><b>Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma</b></p>

## Writing Curriculum Implementation

What resources do we use to support the implementation of the writing curriculum and why? (Must refer to research evidence and context of our school)

We use the Herts for Learning writing strand tracker which was designed by specialists in the subject because it follows a sequence in the writing progress to enable the children to learn the skills needed to be writer. This is exemplified by using the CLPE power of reading suggested texts for teaching the specific tools in an effective and engaging way. This meets the needs of our pupils because it allows us to make assessments of learning in each lesson to identify the learning intention for the next lesson and we have adapted the vocabulary element to address school wide gaps in this area.

How do we implement the writing curriculum?

- We use a mastery approach because it allows us to spend longer on one idea to ensure their knowledge is secure.
- Through ongoing CPD through Herts For Learning so that staff have expert knowledge in writing teaching
- Through clearly presented key concepts
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Launder's, 'Making learning stick' strategies to help pupils embed key concepts in their long-term memory so that they can apply them fluently. We have a 10 minute writing fluency session at the start of every writing lesson to enable pupils to remember prior learning through interweaving and retrieval practise.
- New knowledge and skills are built on what has already been taught
- The writing curriculum is taught remotely for pupils who are not able to attend school.
- Effective questioning techniques aid learners' progress
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory.

How do we assess the writing curriculum?

- Assessment in writing takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.