



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>EYFS:</p> <p>ELG: Writing</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>Year 1:</p> <p>Transcription:</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"> • common exception words • the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • 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] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing composition:</p> <p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives 	<p>Year 2:</p> <p>Writing transcription</p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Writing composition:</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"> • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly • read aloud what they have written with appropriate intonation to make the meaning clear
--	--	--

Progression in persuasion texts	
YR	<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things • Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. • Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded. • Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy • Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, <i>please don't touch, please don't break my model, keep away</i> <p>Grammar focus:</p> <ul style="list-style-type: none"> • Know that a sentence tells a whole idea and makes sense • Awareness of listener • Communicate ideas through simple written sentences e.g. <i>'Please don't break my model'</i> (label in the construction area / <i>'Please can I have a ...'</i> (letter to Santa)
Year 1	<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective • Write simple examples of persuasion e.g. in the form of a letter to a character in a book <p>Grammar focus:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I
Year 2	<ul style="list-style-type: none"> • As part of a wide range of reading, explore persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how • Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama • Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text • Select information that supports the chosen viewpoint <p>Grammar focus:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using

	<p>subordination, for example, <i>Vote for me because...</i></p> <ul style="list-style-type: none"> Expanded noun phrases for description and specification e.g. <i>vote for me because I am <u>aconfident, helpful and kind boy.</u></i> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view, for example, <i>Greentrees Primary is the best school in the world.</i> Correct choice and consistent use of present tense and past tense throughout writing e.g. know that persuasion texts are written in the simple present tense Use of capital letters, full stops, question marks and exclamation marks to demarcatesentences Commas to separate items in a list e.g. list persuasive arguments, for example, <i>I think I should be school councillor because I like speaking in public, I have lots of good ideasand I listen to other people’s ideas.</i>
<p>Progression in explanatory texts</p>	
<p>YR</p>	<ul style="list-style-type: none"> Talk about why things happen and how things work; ask questions and speculate Listen to someone explain a process and ask questions Give oral explanations e.g. their own or another’s motives; why and how they made aconstruction Explain own knowledge and understanding, and asks appropriate questions of others They develop their own explanations by connecting ideas and events Use labels and captions on simple diagrams e.g. parts of the body <p>Grammar focus:</p> <ul style="list-style-type: none"> Communicate ideas through simple sentences Show awareness of listener. Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. <i>Adult asks ‘If I put fabric down the ramp, what willhappen to the car? Child responds ‘It will go slow because it will get in the way of the wheels’.</i>
<p>Y1</p>	<ul style="list-style-type: none"> Read captions, pictures and diagrams on wall displays and in simple books that explain aprocess Draw pictures to illustrate a process and use the picture to explain the process orally Asks questions to extend their understanding and knowledge Write a series of sentences to explain a simple, process based on first-hand experience e.g.chicks hatching, life cycle of a frog <p>Grammar Focus:</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives e.g. <i>Chicks have a spike on their beak.This is called the egg tooth.</i> Separation of words with spaces

	<ul style="list-style-type: none"> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Y2	<ul style="list-style-type: none"> • Listen to and discuss a wide range of explanatory texts • Draw on and use new vocabulary from reading explanatory texts • After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process • After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately • Read flowcharts or cyclical diagrams explaining other processes • Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced Write a series of sentences to explain the flowchart <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type: <i>Hedgehogs wake up in March or April <u>when</u> the weather is warmer and food is easier to find.</i> • Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generating own examples; <i>some hibernating animals, the adult male frog</i> • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. <ul style="list-style-type: none"> ➢ explore titles of explanations texts and identify that they usually begin with 'how' or 'why' ➢ write general statements to introduce topics being explained e.g. <i>In the winter some animals hibernate</i> • Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple present tense, for example, <i>'Hedgehogs usually wake up again in the spring'.</i> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practice generating their own titles for explanations texts, for example, <i>How do hedgehogs survive the winter? Why do we use bricks to build houses?</i>

Progression in instructional/procedural texts	
YR	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence • Give oral instructions when playing • Writes own name and other things such as labels, captions • Children follow instructions involving several ideas or actions <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves and others following a practical activity .e.g. <i>'How to get ready for Red Nose Day' or 'How to look after a mini beast'</i>. • Use imperative verbs in both talk and writing e.g. <i>put, get</i>
Year 1	<ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions • Plan and give clear single oral instructions • Routinely read and follow written classroom labels carrying instructions • Read and follow short series of instructions in shared context • Contribute to class composition of instructions with teacher scribing • Write consecutive instructions independently <p>Grammar Focus:</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p><i><u>Note:</u> Many of the year 2 statements will need to be addressed in year 1 in order to ensure progression from FS in the context of this text type.</i></p>

<p>Year 2</p>	<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams • Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> ➤ Include: a statement of purpose, list of materials or ingredients, sequential steps, ➤ Use direct/imperative language <p>As part of a group with the teacher, compose a set of instructions with additional diagrams</p> <ul style="list-style-type: none"> • Write extended instructions independently e.g. getting to school, playing a game <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown. • Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. <ul style="list-style-type: none"> ➤ write titles to show what the instructions are about, for example, how to look after goldfish ➤ generate synonyms for over-used imperative verbs, for example, chop, slice, cut ➤ explore and generate negative commands, for example, Do not open the oven door • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>Commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' list</p>
<p>Progression in non-chronological reports</p>	
<p>YR</p>	<ul style="list-style-type: none"> • Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. • Links statements orally and sticks to a main theme or intention • In a shared reading context read information books and look at/re-read the books independently • Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, a child wrote a report on fossils for the dinosaur museum <p>Grammar Focus</p> <ul style="list-style-type: none"> • Break the flow of speech into words • Write simple sentences, in meaningful contexts, that can be read by themselves and others
<p>Y1</p>	<ul style="list-style-type: none"> • Find out about a subject by listening and following the text as information books are read, or when watching a video

	<ul style="list-style-type: none"> • Contribute to a discussion on the subject as information is assembled and the teacher writes the information • Assemble information on a subject from their own experience e.g. food, pets • Write a simple non-chronological report by writing sentences to describe aspects of the subject <p>Grammar focus</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I
Y2	<ul style="list-style-type: none"> • After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations • Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. • Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; The As have x..., but the Bs etc.</i> • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas <p>Grammar focus</p> <ul style="list-style-type: none"> • Use of the suffixes –er, -est in adjectives e.g. <i>Polar bears are the <u>biggest</u> carnivores of all.</i> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. <ul style="list-style-type: none"> ➤ explore the difference between proper nouns and general nouns, and identify their use in this text type ➤ identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. <i>scaly bodies</i> ➤ explore the inappropriateness of ‘empty’ adjectives which do not help the reader to learn more about the topic e.g. <i>pretty wings</i> ➤ collect and use examples of noun phrases to generalise e.g. <i><u>most</u> butterflies, <u>some</u> insects, <u>all</u> hedgehogs</i>, and consider their meaning • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

	<p>e.g.</p> <ul style="list-style-type: none"> ➤ identify sentences in the opening paragraphs of simple reports that answer the questions: Who? What? When? Where? ➤ Begin reports by asking a direct question eg <i>Have you ever heard of a hammerhead shark?</i> <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing e.g. note how reports are written in the simple present tense (with the exception of historical reports, which can be studied in later year groups) and reflect this in their writing, for example, <i>They like to build their nests ... It is a cold and dangerous place to live.</i> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>e.g. explore the use of capitalisation for common and proper nouns in the context of reports, for example, <i>Bees belong to a larger family of insects known as Apoidea.</i></p>
<p>Progression in recount texts</p> <p><i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p>	
<p>YR</p>	<ul style="list-style-type: none"> • Informally recount incidents in own life to other children or adults and listen to others doing the same • Experiment with writing in a variety of play, exploratory and role-play situations • Write sentences to match pictures or sequences of pictures illustrating an event • Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event <p>e.g. what they did on a school trip</p> <p>Grammar focus</p> <ul style="list-style-type: none"> • Break the flow of speech into words • Write simple sentences that can be read by themselves and others • Attempt to write short sentences in meaningful contexts e.g. <i>I saw...../I went.....</i>
<p>Year 1</p>	<ul style="list-style-type: none"> • Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, <i>'then', 'after that'</i> • Listen to other's recounts and ask relevant questions to find out more about the event being recounted • Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like <i>first, next, after, when</i> • Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person <p>Grammar Focus</p> <ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Separation of words with spaces • Introduce capital letters and full stops

	<ul style="list-style-type: none"> • Join words and joining clauses using and • Capital letters for names and for the personal pronoun I
Year 2	<ul style="list-style-type: none"> • Discuss the sequence of events recounted in texts at a level beyond which they can read independently • Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day • Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? • Create simple timelines to record the order of events • Write narratives about personal experiences and those of others, in role (real and fictional) <p>Grammar Focus</p> <ul style="list-style-type: none"> • Explore and collect commonly used pronouns e.g. I, we, our • Extend sentences using co-ordination (using or, and, but) • Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines • Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Butterfly Village, Hertfordshire, Greenbrook School • Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists, for example, a tall, grand building
Progression in discussion texts	
YR	<ul style="list-style-type: none"> • Experience and recognise that others sometimes think, feel and react differently from themselves • Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't • Give oral explanations e.g. their own or another's preferences, e.g. what they like to eat and why • Listen and respond to ideas expressed by others in discussion • Initiate conversations, attend to and take account of what others say <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Communicate opinions through simple written sentences e.g. I hope....I like.....I wish... • Show awareness of the listener • Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, 'I'm 6 years old!' • In discussions, use joining words such as and, but, because to begin exploring thinking further e.g. 'She's not 6, because she

	<p><i>is younger than me and I'm only 5'.</i></p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Through talk and role play explore how others might think, feel and react differently from themselves and from each other • In reading explore how different characters might think, feel and react differently from themselves and from each other • Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class etc e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i> <p>Grammar Focus:</p> <ul style="list-style-type: none"> • How words can combine to make sentences • Join words and join clauses using 'and' e.g. use 'and' to begin exploring thinking further, for example, '<i>I would give the toy back and say sorry to the little girl!</i>' • Sequences sentences to form short narratives • Separates words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>Capital letters for names and for the personal pronoun I</p>
<p>Year 2</p>	<ul style="list-style-type: none"> • Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself • Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. use 'because' to extend reasoning, for example, '<i>I think that the wolf is naughty because he scares the little pigs!</i>' • Correct choice and consistent use of present tense and past tense throughout writing e.g. discussions are written in the simple present tense • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. children generate questions for discussions following reading e.g. should the boy give the toy back? • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] e.g. use noun phrases to generalise, for example, <i>some people, everyone in the class, all the boys, most of the girls</i>

Progression in narrative writing			
	Oral Storytelling	Writing Composition	Grammar
Year R	Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play	Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff.	Begins to break the flow of speech into words Write simple sentences that can be read by themselves and others. Attempts to write short sentences in meaningful contexts Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time
Year 1	Innovate on patterns from a familiar story orally including some story language. Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives	Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.	How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Year 2	Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear.	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

				<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Apostrophes to mark singular possession in nouns [e.g. the girl's name]</p>
Progression in poetry				
Year	Reading Poetry:-	Vocabulary, grammar and punctuation	Performing Poetry:-	Creating Poetry: -
YR	<ul style="list-style-type: none"> listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns 	<ul style="list-style-type: none"> extend vocabulary, especially by grouping and naming, explaining the meaning and sounds of new words 	<ul style="list-style-type: none"> join in with class rhymes and poems, copy actions 	<ul style="list-style-type: none"> enjoy making up funny sentences and playing with words; look carefully at experiences and choose words to describe; make word collections or use simple repeating patterns writes rhyming pairs of words
Year 1	<ul style="list-style-type: none"> discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern be aware of a significant poet and be able to join in with some of their poems 	<ul style="list-style-type: none"> use noun phrases use description e.g. adjectives and adverbs Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) 	<ul style="list-style-type: none"> perform in unison, following the rhythm and keeping time imitate and invent actions read aloud clearly enough to be heard by peers and teachers 	<ul style="list-style-type: none"> invent impossible ideas, e.g. magical wishes; observe details of first hand experiences using the senses and describe; list words and phrases

<p>Year 2</p>	<ul style="list-style-type: none"> • talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration • discuss simple poetry patterns • be aware of more than one significant poet and recite one or more of their poems (or sections of their poems) 	<ul style="list-style-type: none"> • formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • formation of adjectives using suffixes such as –ful, –less • use of the suffixes –er, –est in adjectives • expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 	<ul style="list-style-type: none"> • perform individually or together • use actions and sound effects to add to the poem’s meaning • read aloud with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models
-------------------	--	---	--	---

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.