



# Curriculum Overview Writing



# Intent

## We teach Writing:

- To provide children with the early literacy skills that provide the foundations of writing as a means of communication
- To equip children with the skills needed at the different stages of writing, understanding that it is a complex process that requires multiple steps – generating ideas, planning, handwriting, spelling, revising
- To introduce children to a wide range of purposes for writing and to expose them to rich, high level vocabulary that creates an impact on the reader
- To prepare our children for the next stage of their education, and beyond, with writing as a means of communication

## Our curriculum aim is:

To give children skills in the component processes of writing to enable them to become confident writers, ready for the next stage of their education.

To provide a coherent curriculum comprising of speaking, listening, reading and writing to ensure that children develop high standards of literacy and language.

We want children to understand and appreciate the many purposes for writing and the impact it can have on its audience.



# How is Writing taught at Heatherside Infants?

Writing is taught explicitly and it is also woven throughout the curriculum. At Heatherside Infant School we teach Writing through:

- **Phonics lessons** – Twinkl Phonics is our structured synthetic programme and the application of phonics for writing forms part of our phonics teaching
- **Handwriting** – children are taught letter formation through explicit teaching. Prerequisite skills of body control and fine motor skills are developed through the early years and beyond.
- **English lessons** – units of learning are planned carefully, with a clear sequence of learning and progression. Each unit allows for:
  - ❖ rich modelling (usually from a text driver)
  - ❖ generating ideas and discussion of what to write about
    - ❖ planning
    - ❖ drafting and revising
    - ❖ sharing and publishing

Writing also lends itself to many purposeful cross curricular links, we plan these in across the curriculum.

The school environment and the taught curriculum is language rich. Classrooms have displays and accessible resources to support children.

Assessments are used to ensure all children make good progress and teachers identify when timely intervention is needed for targeted individuals.



# Vocabulary

Theme / area	Year R	Year 1	Year 2
Spelling	word phonics, sound phoneme, grapheme digraph, trigraph	alternative grapheme consonant vowel compound word common exception word	phonetically plausible homophone, near-homophone root word
Composition	character beginning, middle, end describe	fiction, non-fiction, text type sequence opening, ending reread edit title	audience vocabulary, language, style addition, revision, correction sub-title, sub-heading format, layout
Vocabulary, punctuation and grammar	sentence full stop capital letter	punctuation exclamation mark, question mark plural, singular tense noun, verb, adjective	speech mark, apostrophe, comma contraction, possessive pronoun, suffix, prefix expanded noun phrase adverb, preposition conjunction
Handwriting	letter capital letter space, finger space line	digit lower case, upper case handwriting family – caterpillar, ladder, one armed robot, zigzag	relative size join ascender descender publish



# Progression map / end points

		Year R	Year 1	Year 2
Spelling	Phonics	Spell words by identifying the sounds and then writing the corresponding letter/s	Write short sentences with words with known letter-sound correspondences  Spell some simple compound words by segmenting and using known letter-sound correspondences	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	Common words	Spell the common words within Levels 2 and 3 of Twinkl Phonics	Spell many of the common exception words within Levels 4 and 5 of Twinkl Phonics	Spell many of the common exception words within Level 6 of Twinkl Phonics and other words taught so far
	Patterns and rules	Begin to comment on, or join in discussions about words such as, which part of the word is tricky, or where a digraph might be used	Use –ing, -ed, -er and –est where no change is needed in spelling of root words  Use the spelling rule for adding –s or –es for plurals  Apply the simple spelling rules and guidance from Appendix 1 of the National Curriculum.	Learn the possessive apostrophe and begin to use an apostrophe for some contracted forms  Apply spelling rules and guidance from Appendix 1 of the National Curriculum.



# Progression map / end points

		Year R	Year 1	Year 2
Composition	<b>Planning</b>	Say out loud what they would like to write	Say out loud what they are going to write about.  Compose a sentence orally before writing it.	Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
	<b>Purpose, structure and audience</b>	Write simple phrases and sentences that can be read by others  Begin to compose phrases or sentences using their own ideas	Use a number of simple features of different text types  Make relevant choices about subject matter and appropriate vocabulary choices  Sequence sentences to form short narratives	Write simple, coherent narratives and write about both real and fictional events clearly  Write down ideas and/or key words, including new vocabulary  Encapsulate what they want to say, sentence by sentence  Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures  Read aloud what they have written with appropriate intonation to make the meaning clear
	<b>Editing and evaluation</b>	With support, re-read a sentence they have written	Discuss what they have written with the teacher or other pupils  With support, re-read their writing to check that it makes sense and make changes  Read their writing aloud clearly enough to be heard by their peers and the teacher	Re-read their writing to check that it makes sense, has the correct tense, spellings and punctuation, making changes where needed  Edit their work in discussion/support with the teacher or peers to make simple: <ul style="list-style-type: none"><li>- additions (e.g. adding in adjectives)</li><li>- revisions (e.g. re-working a small section to make it clearer for the reader)</li><li>- corrections (e.g. tense, spellings)</li></ul>



# Progression map / end points

		Year R	Year 1	Year 2
Vocabulary, punctuation and grammar	<b>Vocabulary</b>	Choose some words that are appropriate for the writing purpose	Use adjectives to describe  Start to make some vocabulary choices to engage the reader (e.g. adjectives, repeated refrains, sentence openers, exciting verbs)	Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences
	<b>Punctuation</b>	Use finger spaces between most words	Use finger spaces between words  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop  Use a capital letter for the personal pronoun 'I' and for their name.	Use capital letters for names, places and the days of the week.  Use full stops to end sentences and begin to use exclamation marks, use question marks when required
	<b>Grammar</b>	Write short sentences	Use simple sentence structures  Use 'and' or other simple conjunctions to join ideas and sentences	Use present and past tense accurately in most of their writing  Use coordination (or/and/but) and subordination (when/if/that/because)  Use expanded noun phrases to describe and specify (e.g. the gentle butterfly)



# Progression map / end points

		Year R	Year 1	Year 2
Handwriting	Letter formation and presentation	<p>Form recognisable lower case letters, most of which are correctly formed</p> <p>Form recognisable capital letters, most of which are correctly formed</p> <p>Write their own name with a capital letter consistently</p>	<p>Form many lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters correctly</p> <p>Form digits 0-9 correctly</p> <p>Use spaces between words</p> <p>Understand which letters begin to which 'handwriting family' based on their formation</p> <p>Present their work appropriately, so that the reader can read their work</p>	<p>Form lower case letters and write them with the correct relative size to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words which reflects the size of the letters</p> <p>Vary the presentation of the work to suit a particular purpose or audience</p>