

Writing

Early Years: Literacy , Communication & Language, Expressive Arts & Design & Physical Development

<u>3 & 4-year-olds will be learning to:</u>	<u>Children in Reception will be learning to:</u>	<u>ELG:</u>
<p><u>Literacy:</u></p> <ul style="list-style-type: none"> • 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. • Write some letters accurately. • Engage in extended conversations about stories, learning new vocabulary. • Write some or all of their name. <p><u>Communication & Language:</u></p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use a wider range of vocabulary. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there...I’ll be the driver”. • 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. <p><u>Expressive Arts & Design:</u></p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 	<p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Form lower case and capital letters correctly. • Re-read what they have written to check it makes sense. <p><u>Communication & Language:</u></p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Learn new vocabulary. • Use new vocabulary through the day. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Engage in story times. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Articulate their ideas and thoughts I well formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen. • Develop social phrases. • Connect one idea or action to another using a range of connectives. <p><u>Expressive Arts & Design:</u></p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<p><u>Literacy:</u></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> • 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><u>Comprehension</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p><u>Communication & Language:</u></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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><u>Expressive Art and Design:</u></p> <p><u>Being Imaginative and Expressive</u></p>



Writing

- Take part in simple pretend play, using an object to **represent** something else even though they are not similar.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- **Create** their own songs, or improvise a song around one they know.

Physical Development:

- **Use** large-muscle movements to wave flags and streamers, paint and make marks.
- **Use** one-handed tools and equipment, for example, making snips in paper with scissors.
- **Use** a comfortable grip with good control when holding pens and pencils.
- **Show** a preference for a dominant hand.

Physical Development:

- **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.
- **Use** their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- **Develop** the foundations of a handwriting style which is fast, accurate and efficient.

- **Invent, adapt** and **recount** narratives and stories with peers and their teacher.
- **Perform** songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Creating with materials

- Make use of props and materials when role playing characters in narratives and stories.

Physical Development:

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Greenvale Primary School Writing KS1 Progression

	Year 1	Year 2
Phonic and Whole Word Spelling	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Spell the days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways for spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words • Distinguishing between homophones and near - homophones
Other Word Building Spelling	<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 • Apply simple spelling rules and guidance from Appendix 1 of the National Curriculum 	<ul style="list-style-type: none"> • Learning the possessive apostrophe (singular) • Learning to spell more words with contracted forms • Add suffixes to longer words, including – ment, - ness, - ful, - less, - ly • Apply spelling rules and guidelines from Appendix 1 of the National Curriculum
Transcription	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0 – 9 	<ul style="list-style-type: none"> • Form lower – case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

	<ul style="list-style-type: none"> Understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower – case letters Use spacing between words that reflects the size of the letters
Contexts for Writing	N / A	<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes
Planning Writing	<ul style="list-style-type: none"> Say out loud what they are going to write about Compose a sentence orally before writing it 	<ul style="list-style-type: none"> Plan or say out loud what they are going to write about
Drafting Writing	<ul style="list-style-type: none"> Sequence sentences to form short narratives Re – reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> Write down ideas and / or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence
Editing Writing	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Evaluate their writing with the teacher or 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
Performing Writing	<ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and their teacher 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> Leaving spaces between words Join words and joining clauses using 'and' 	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify
Grammar (see Appendix 2 of the National Curriculum)	<ul style="list-style-type: none"> Regular plural noun suffixes (s, es) Verb suffixes where root word is unchanged (ing, ed, er) 	<ul style="list-style-type: none"> Sentences with different forms (statement, question, exclamation, command)

	<ul style="list-style-type: none"> • Un – prefix to change meaning of adjectives / adverbs • To combine words to make sentences, including using ‘and’ • Sequence sentences to form short narratives • Separation of words with spaces • Sentence demarcation (.!?) • Capital letters for names and pronoun ‘I’ 	<ul style="list-style-type: none"> • The present and past tenses correctly and consistently used including the progressive form • Subordination (using ‘when’, ‘if’, ‘that’, ‘or’, ‘because’) and coordination (using ‘or’, ‘and’, ‘but’) • Some features of written standard English • Suffixes to form new words (ful, er, ness) • Sentence demarcation • Commas in lists • Apostrophes for omission and singular procession
<p>Punctuation (see Appendix 2 of the National Curriculum)</p>	<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’ 	<ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
<p>Grammatical Terminology</p>	<ul style="list-style-type: none"> • Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> • Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past / present), apostrophe, comma