

# WRITING

LOGO TO BE INSERTED

## SHIRLEY INFANT SCHOOL



# 1. SUBJECT DESIGN

## **Key Stage 1 National Curriculum Subject Content...**

The programmes of study for writing at key stages 1 are constructed similarly to those for reading: transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

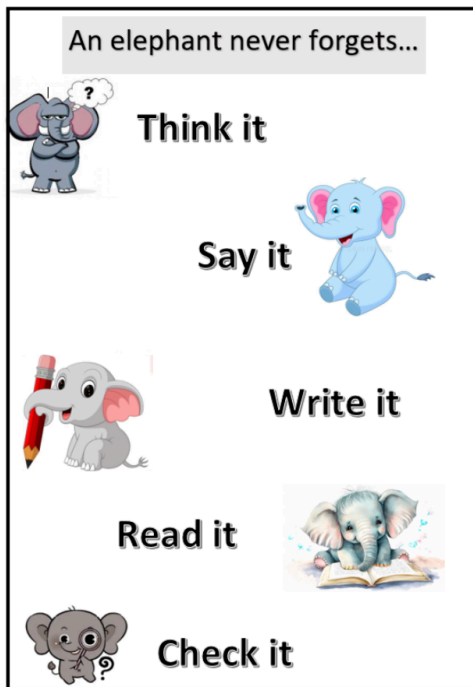
## **Our pedagogy at Shirley Infant School...**

We aim to teach children to become confident and proficient writers who can write effectively for a variety of purposes. Writing is linked to other curriculum subjects including History, to ensure that children have opportunities to write in a range of styles for different purposes with both interest and enjoyment. Texts are carefully selected in each unit of writing to ensure rich language and high quality models are shared with the children throughout. The recent Ofsted review states how 'these few books form the foundation of their knowledge of how literature works within and interacts with society'. We aim to foster children with a love of language and celebrate new vocabulary on class magpie walls. We value the writing process by putting equal weighting to the planning, writing and editing stage. We strive to install all our children with the growth mindset that they can write well.

### The Writing learning journey

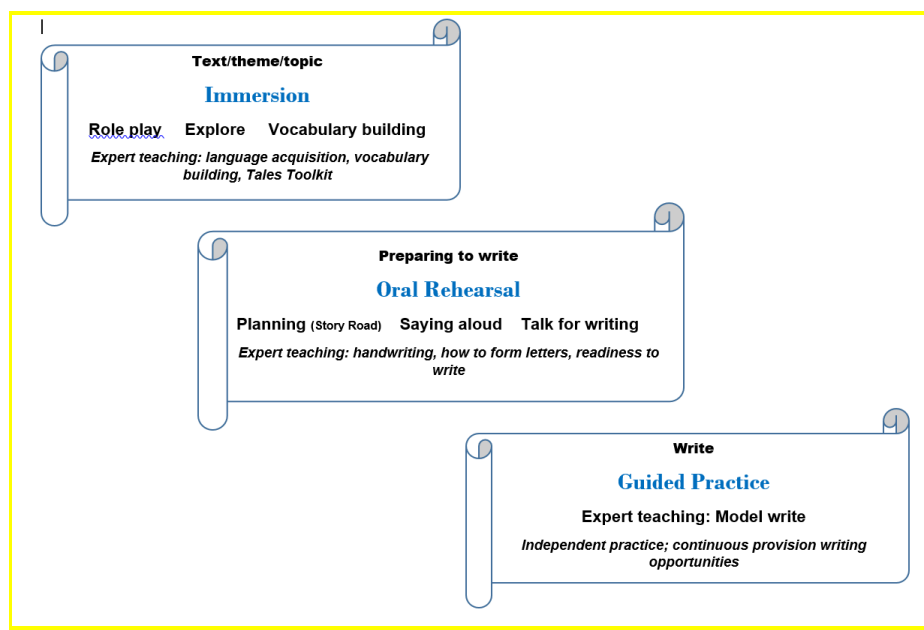
Writing journey's are carefully sequenced so equal weighting is placed on both: transcription and composition. Children are given authentic writing opportunities and provided with frequent opportunities to practise fluency in writing so they become confident writers.

Our Shirley Infant Writing Mantra is to.....'Think it, say it, write it, read it, check it'.



This mantra is used throughout the 3 stages of our writing journey

- Immersion
- Oral Rehearsal
- Writing



## **Immersion** (*Think it*)

Through the introduction of a high quality children' text, our children become fully immersed through role play and drama. The children explore rich vocabulary and this is added to class magpie word walls. This supports children's working memory to gather and generate ideas for writing.

## **Oral rehearsal** (*say it*)

Children are given the opportunity to rehearse their writing through storytelling, talk partners and whole class discussions. Writing frames such as story roads and planning boxes are used to help the children sequence their ideas and frame the narrative for their writing.

## **Writing** (*write it*)

*This is broken down into Shared, Guided and Independent practice.*

## **Shared writing**

High quality modelling is used to draw on cognitive and metacognitive strategies to explicitly model the process and skills for writing. Equal waiting is placed on transcription and composition to support the children's fluency in writing.

The teacher will take the children's suggestions and them to compose a piece of writing. The children work with white boards or paper in pairs or individually and contribute to a shared piece of writing. They might be asked to write words or sentences that may then be used in the shared writing.

'There is also research that indicates that it may be effective for teachers to model different ways of constructing sentences. This might include completing an incomplete sentence, expanding a sentence or combining 2 or more sentences' (outlined in ofsted review).

### **Guided writing**

Children are encouraged to write for themselves using their phonic knowledge. The teacher directs the session by focussing the children on writing targets (See Writing Staircase targets) that have been set for the group or individually, while also helping them to understand the objective for the actual piece of writing. Guided writing time can be used to set and review targets and to support children in editing a piece of writing.

### **Independent Application**

The children will have opportunities to apply taught skills to longer pieces of writing. In each half term the children will work towards completing 2 or 3 longer sustained pieces. We endeavour to provide an authentic writing purpose for this

to motivate our children. Prior to the writing, the teacher would co-construct success criteria with the children for their writing. They would use their knowledge of the effectiveness of the text to support this. The children would work on their individual 'stair case' target. If writing was being displayed or shared, the children would publish it.

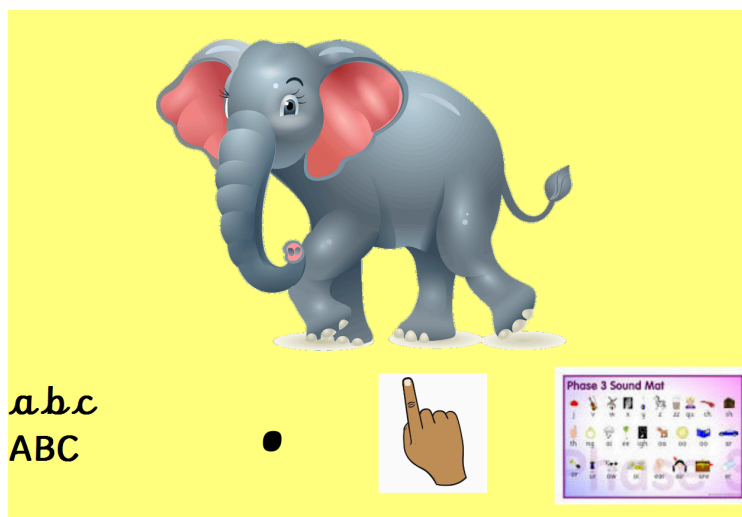
Year 1 writing stair for progression		Date secure
Step 1	I can hear and record sounds in words	
Step 2	I can use a finger space between each word	
Step 3	I can start my sentences with a capital letter and put a full stop at the end	
Step 4	I can use 'and' to join words and clauses	
Step 5	I can sequence sentences to form a short narrative	
Step 6	I can use capital letters for names and 'I' I can use ? and ! I can spell words with suffixes: s, es, ing, ed, er	

Year 2 writing stair for progression		Date secure
Step 1	I can form my letters correctly	
Step 2	I can spell tricky words	
Step 3	I can use punctuation correctly in my writing, including question marks	
Step 4	I can use present and past tense mostly correctly	
Step 5	I can use conjunctions to join clauses	
Step 6	I can spell many words correctly I can use spacing between words that reflects the size of letters I can write clearly for a range of purposes	

## Edit (read and check)

Once children can write independently, they will be encouraged to read back their writing to check grammar and spelling. This will be taught in shared and guided sessions how to edit and improve text and have opportunities to work collaboratively to check writing. In early years, the children are introduced to the idea of using a purple pen to spot mistakes. This may be through checking

the formation of their letters or number formation or checking they've heard the sounds in a simple word. In the summer term they will be introduced to the elephant who helps to remind them to check all the components of a sentence. (capital letter, full stop, finger spaces, sounds, letter formation). In Key Stage 1, they will continue to use the elephant to remind them to check grammar and spelling. They will begin to evaluate their word choices and make improvements. Some children will redraft parts of a text.



## **Marking and feedback**

Teachers will provide ongoing verbal feedback throughout all stages of the writing process.







'Research suggests that feedback should be immediate and precise when pupils are learning new knowledge and skills in order to prevent them from making errors and developing misconceptions. [\[footnote 259\]](#) For example, when pupils are learning how to embed examples in text through practice



activities, teachers should give them instant verbal feedback that focuses on accuracy.' In longer pieces, the teacher will provide a star and a wish to celebrate their achievements'. (Ofsted review).

## 2. TOPIC OVERVIEW

### Year R

 <b>Shirley Infant School</b> Year R Curriculum Overview for each half term			
 <b>Autumn 1</b> <b>All about Me &amp; Dinosaurs</b>		 <b>Spring 1</b> <b>People Who Help Us</b>	
 <b>Summer 1</b> <b>Lets Pretend</b>			
<b>English</b> Phonics Phase 2, group reading, handwriting (patterns) Topic writing: labels (emergent writing) <b>Mathematics</b> Reliable Counting & Number Sense. <b>Foundation Subjects</b> PSHE - New Beginnings Art/DT - Clay Modelling, Exploring mark making Music - Listening and responding to environmental and instrumental sounds. singing songs and rhymes from memory, PE - Clever Bodies & Write Dance		<b>English</b> Phonics, 1:1 reading, handwriting (print script) Topic writing: lists, simple sentences & instructions <b>Mathematics</b> Counting on & Addition <b>Foundation Subjects</b> PSHE - Going For Goals Art/DT - Emergency Vehicles Music - Listening & responding to music, singing songs and rhymes from memory, playing a range of untuned instruments. PE - Games & Gym RE - Storytelling	
 <b>Autumn 2</b> <b>Pets &amp; Christmas</b>		 <b>Spring 2</b> <b>On the Farm &amp; Easter</b>	
 <b>Summer 2</b> <b>Under the Sea</b>			
<b>English</b> Phonics, 1:1 reading, handwriting (print script) Topic writing: Labels and Short captions <b>Mathematics</b> Number formation, more & less, 2D shape <b>Foundation Subjects</b> PSHE - Getting On & Falling Out Art/DT - Painting Stations Music - Listening and responding to environmental and instrumental sounds. singing songs and rhymes from memory, PE - Games and dance RE - Celebration		<b>English</b> Phonics, 1:1 reading, handwriting (print script) Topic writing: recounts and sentences. <b>Mathematics</b> Subtraction & Shape <b>Foundation Subjects</b> PSHE - Looking After me Art/DT - Collaging Music - Listening & responding to recorded music, using stories as a starting point for making music, singing songs and rhymes from memory, playing a range of untuned instruments. PE - Games & Dance	
<b>English</b> Phonics, 1:1 reading, guided reading, handwriting (print script). Topic writing: Story writing, non fiction writing, Character descriptions <b>Mathematics</b> Number bonds, doubling & halving <b>Foundation Subjects</b> PSHE - Changes Understanding the World - Weather, Music - Listening & responding to music, singing songs and rhymes from memory, playing & Composing with a range of untuned instruments.			







# Year 1

## Shirley Infant School Year 1 Curriculum Overview

 <b>Autumn 1</b> <b>Who's afraid of the big bad wolf?</b>	 <b>Spring 1</b> <b>Out of this world</b>	 <b>Summer 1</b> <b>Let's explore!</b>
<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: letter, character and setting short story writing <b>Mathematics</b> Place value within 10, addition and subtraction within 10, 20 and 3D shape <b>Foundation Subjects</b> PSHE - New Beginnings Science - Materials Computing - Programming & coding/E-Safety Geography - mapping DT - Moving Pictures Music - Dynamics & Tempo PE - Throwing and Catching RE - Power	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: recount, instructions, fantasy stories <b>Mathematics</b> Place value, addition and subtraction <b>Foundation Subjects</b> PSHE - Going For Goals Science - seasonal change Computing - Programming & coding/E-Safety History - The Moon Landings DT - Vehicles Music - Pitch & Texture PE - Dance & football RE - God	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: postcards, persuasive writing <b>Mathematics</b> Fractions Measurement: height, weight, capacity and volume, time, money <b>Foundation Subjects</b> PSHE - Relationships Science - Growing Computing - Researching and word processing/E-Safety Geography - Comparing Shirley and Lepe beach DT - Fruity Surprise Music - Timbre & Structure PE - Athletics RE - Specialness
 <b>Autumn 2</b> <b>Wild at heart</b>	 <b>Spring 2</b> <b>Victorian Days</b>	 <b>Summer 2</b> <b>Minibeasts</b>
<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: recounts, fact file, stories, <b>Mathematics</b> Place value within 20, Addition and subtraction within 20 <b>Foundation Subjects</b> PSHE - Getting On & Falling Out Science - Animals Computing - Painting/E-Safety Art - Painting Stations Music - Singing & Performing PE - Games and gym RE - Angels	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: recounts, diaries, information texts, narrative <b>Mathematics</b> Multiplication and division, addition, fractions <b>Foundation Subjects</b> PSHE - Looking after me Science - Humans Computing - Digital media/E-Safety History - The Victorians Art - Weaving Music - Singing & Performing PE - Gym RE - Changing Emotions	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: non-chronological reports, recounts, poetry and riddles, story writing <b>Mathematics</b> 2D and 3D shape, position and direction, four operations <b>Foundation Subjects</b> PSHE - Changes Science - Minibeasts Computing - Painting/E-Safety Geography - Weather Art - Clay Minibeasts Music - Rhythm & Pulse PE - SAQ RE - Precious

# Year 2

## Shirley Infant School Year 2 Curriculum Overview


 <b>Autumn 1</b> <b>Let it Grow</b>	 <b>Spring 1</b> <b>Journey into the Unknown</b>	 <b>Summer 1</b> <b>Charlie and the chocolate factory</b>
<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic Writing: Instructions and story writing <b>Mathematics</b> Number, measurement, geometry <b>Foundation Subjects</b> PSHE - New Beginnings Science - Plants Computing - algorithms Geography - locational knowledge and geographical skills and fieldwork Art/DT - Art attacks Nature Music - Recorders PE - Games and gym RE - Bread as a symbol (Harvest)	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: story writing, character description, non-fiction <b>Mathematics</b> Number, measurement, geometry <b>Foundation Subjects</b> PSHE - Going For Goals Science - Animals including humans Computing - Gathering & Presenting/E-Safety Geography - Mapping Skills and human and physical features Art/DT - Artists Music - PE - Games and gym RE - Creation	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: letter writing, diary writing in-role and story writing <b>Mathematics</b> Number, measurement, geometry <b>Foundation Subjects</b> PSHE - Relationships Science - Computing - Consolidation of skills Geography - Art/DT - Super Scenes Music - PE - Games & Gym RE - Remembering (Holi)
 <b>Autumn 2</b> <b>Titanic/Christmas</b>	 <b>Spring 2</b> <b>Great Fire of London</b>	 <b>Summer 2</b> <b>Grrrr</b>
<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: poetry, non-fiction recount and letter writing <b>Mathematics</b> Number, measurement, geometry <b>Foundation Subjects</b> PSHE - Getting On & Falling Out Science - Working scientifically Computing - Multimedia History - The Titanic Art/DT - Picture This Music -	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: newspaper and diary writing <b>Mathematics</b> Number, measurement, geometry <b>Foundation Subjects</b> PSHE - Good To Be Me Science - Growing Plants Computing - Research & Presenting/E-Safety History - The Great Fire of London Art/DT - Winding mechanisms Music - PE - Games & Dance	<b>English</b> Phonics, guided reading, handwriting (cursive script) Topic writing: non-chronological reports and poetry <b>Mathematics</b> Number, measurement, geometry <b>Foundation Subjects</b> PSHE - Changes Science - Living things and habitats Computing - Gathering & Presenting/E-Safety Geography - Place knowledge Art/DT - sculpture Music - PE - Games & Dance


# 3) LONG TERM OVERVIEW (TEXT MAPPING)

Throughout our Writing curriculum at Shirley Infant School, texts are carefully selected to ensure children hear rich vocabulary and appropriate grammatical structures. The writing journey is made up of four main concepts:

- Oral rehearsal
- Planning
- Writing
- Editing

## Early Years Text Mapping

Year R Overview	Key Texts	Genre	Key Skills (New knowledge)
Autumn 1: All about Me Dinosaurs	 	Labels Facts	Baseline assessment write I can hear the initial sound I can write the initial sound I can hold a pencil using the correct grip I can write my name I can write a label
Autumn 2 Pets	 	Captions Letter (at a group) Lists	I can write the final sound (same will write CVC words) I can write a label I can write a list Letter writing
Spring 1 People who help us	 	Caption Writing	I can write a simple sentence I can use finger spaces I can write a letter I can make a phonetically plausible attempt to spell words




Spring 2 On the farm	 	Recount Story Poetry	I can begin to use a full stop at the end of a sentence I can write a simple sentence I can use finger spaces
Summer 1 Let's Pretend	 	Instructions (group writing) Story	I can use a capital letter I can use a full stop at the end of a sentence I can write a simple sentence I can use finger spaces
Summer 2 Under the sea	 	Factual sentences (non-fiction) Poetry Setting description Story writing Final Assessment piece	I can use finger spaces I can use some capital letters I can make a phonetically plausible attempt to spell words I can use a full stop I can write a simple sentence I can hold a pencil with the correct grip

## Year 1 Text mapping

Year 1 Overview	Key Texts	Genre	Key Skills (New knowledge)
Autumn 1: Who is afraid of the big bad wolf		Character description for wanted poster Story	I can use finger spaces I can use a full stop at the end of a sentence I can add 's to make nouns plural I can include adjectives for effect (some children will have started to use these in year R)
Autumn 2 Animals		Caption writing Instructions Christmas poems	Elephant expectations (finger spaces, full stop, capital letters) I can use a time connective I can use an imperative verb I can write a compound sentence using -and-
Spring 1 Out of this world		Story Instruction writing Space poem	I can write simple and compound sentence I can use capital letters and full stops I can use adjectives I can use a ? I can use a !

Spring 2 The Victorians		Diary Recount	I can use ? and ! I can write simple and compound sentences I can use time connectives I can use adjectives I can use the past tense to write about events
Summer 1 Let's explore		Post card Travel brochure	I can use a range of adjectives I can use the prefix -un I can use the conjunctions - but, because
Summer 2 Antibeasts		Story Fact file Poem	All Previously taught skills

## Year 2 Text Mapping

Year 2 Overview	Key Texts	Genre	Key Skills (New knowledge)
Autumn 1: Let it grow		Instructions Story  <i>Instructions on how to grow cress - Science</i>	I can use capital letters and full stops. (app, vegetables, from year 1) I can use nouns and adjectives in my writing. I can use simple and compound sentences within writing (and, but, or to join sentences) I can add the -ing and -ly suffix root words to write verbs and adverbs.
Autumn 2 Titanic	 	Chronological report Diary Winter Poems  <i>Write a diary in role as Rama or Sita - RE Michael (Moose) - Casper the Prince of Gats (Class read)</i>	I can use question marks. I can use exclamation marks.  I can use the present and past tense correctly (in year 1 they have learnt to add -ed when there is no change to the root word).
Spring 1		Character Description Setting Description Story Letter to theatre company	I can use an expanded noun phrase. I can use commas in a list.  I can write simple and compound sentences. I can use a range of suffix words -ing, -ly, -ness, -less.

Spring 2	 	Story in RE about the creation story  Newspaper report Diary entry Fire Poem Story in role  Diary in role as a spectator from Easter story - RE	I can use subordinating conjunctions.  I can use an apostrophe for possession.  I can use a range of interesting adjectives.
Summer 1		Instructions writing Diary entry Newspaper Story from a different role	I can use coordination and some subordination. I can use present and past tense correctly.  I can use a range of interesting suffixes. I can make simple additions, revisions and proof reading corrections to my writing.
Summer 2	 	Persuasive writing Non Chronological report Fantastic Mr Fox story Animal Poem  Geography - non chronological report on Durban	I can use coordination and some subordination. I can use present and past tense correctly.  I can use a range of interesting suffixes. I can make simple additions, revisions and proof reading corrections to my writing.

## 3. SKILLS PROGRESSION

In the first stages of writing, children give meaning to marks and begin to differentiate between their pictures and their 'writing'. This then progresses to shapes and random letters of ten letters they are familiar with such as those that appear in their names. Children are then encouraged to hear and form the correct initial sound. As children then become more confident with their sounds and letter recognition, they are then encouraged to segment a word to hear the majority of sounds within it. They are taught the letter sounds and formation through the Little Wandle programme. They are given opportunities to write during child-initiated play and taught in adult directed tasks. Teachers encourage all children 'to have a go' and identify ways of moving children on to their next step in writing when each individual child is ready through the

staircase targets. As children develop their confidence they progress through to write labels, lists, captions and short sentences. Teachers will model using finger spaces, capital letters and full stops and these skills will be practised and then taught explicitly when they enter key stage 1.

Dedicated time is split between transcription and composition. The Department for Education's non-statutory curriculum guidance for the early years, 'Development matters', suggests that teachers of Reception-age children should dictate sentences for children to write that contain only the taught letter-to-sound correspondences. [\[footnote 68\]](#)

Similarly, the Year 1 national curriculum programme of study requires pupils to write down dictated sentences using 'the GPCs and common exception words taught so far'. [\[footnote 69\]](#)

Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly. They also have to understand what they are hearing to distinguish between homophones (for example, 'to'/'two' and 'meat'/'meet'). (ofsted review).

As children become more confident writers, they explore different sentence types and apply taught skills across a range of genres. Writing staircases are used to ensure children make rapid progress against the national curriculum targets.

## Year R

Year R Literacy writing Overview 2023/24						
	Autumn 1 All about me Shirley	Autumn 2 New Dinosaur	Spring 1 Helping the help us	Spring 2 Fun - Dinosaur	Summer 1 Let's explore	Summer 2 Dear friends
Focus	Mark making Name writing Formation pinpoints	Writing letters accurately CVC building - initial, medial and final sounds	Immersion Model write Writing time - independent repeated practice	Text immersion Model write Writing time - sentence writing	Talk for writing	ELP
Text drivers	Olaf Babies Dear Dinosaur T-Rex on Tour Prehistoric Pets	Lulu gets a cat My pet goldfish Our very own dog Dear Zoo Six Dinner Sid	A Superhero Like You PirHU information books The Jelly Postman	A splash and a squeeze Click clack moo Ruskie Walk Farmer Duck What the Ladybird Heard	The Three Little Pigs Soldlocks Little Red Hen The Gingerbread Man	Connection in the Ocean Tiddler Clem and Crab
Week 1	Pencil grip assessment All about me picture - label	Qigig (focus - Pet focus)	Pencil grip assessment Letter formation repeated practice all OFCs Dinosaur club	1. List (animals in the farm)	Hook - Partridge Soldlocks Instructions	Connection in the Ocean Fact Sentences
Week 2	Pencil grip assessment All about me picture - label	My pet goldfish What a pet needs Initial and final	Information texts Draw and label People Who Help Use captions (off track labels)	1. Recount Writing assessment	Story writing Soldlocks	What am I?
Week 3	Writing task My favourite things	Lulu gets a cat Labelling a pet	People who help us captions	Ruskie walk Text Driver and takes toolkit and story reads	Hook - make gingerbread The gingerbread man	Tiddler

Week 4	Own name writing	CVC writing - List (animals in the pet shop)	A Super Hero like you - When I grow up I will be a Hospital boy?	Ruskie's walk stories	Story writing The gingerbread man	Writing assessment
Week 5	Label Dinosaur Name	Dear Zoo List	The Jelly Postman Letter writing	Patterns and bugs Text poetry	Hook - The three little pigs	Clem & Crab Setting description
Week 6	Dinosaur fact finders	Letter formation revisit - <del>unpup</del>	Superhero story based - Tales toolkit verbal stories	Writing Easter cards and creative evaluation 2 stars and a wish	Off timetable Writing week	Clem & Crab Story writing
Week 7	Dinosaur fact finders	Letter formation revisit - <del>unpup</del>				Transition
Week 8	Letter formation revisit - <del>unpup</del> <del>unpup</del>					

Little **Woodle** letter formation mantra for formation  
Daily spelling in Phonics  
Ongoing writing - child initiated opportunities with all areas of the curriculum  
Gross and Fine motor development - See big picture overview

## Year 1

Year 1 English Overview - 2020-21						
	Autumn 1 Once upon a town	Autumn 2 Wild at heart	Spring 1 Out of this world	Spring 2 Victorians	Summer 1 Little explorers	Summer 2 Mini-beast bop
Week 1	PSHE	Geography	History driver	History	Geography	Retell and write a story
Week 2	PSHE	Geography/science	Recount of moon landing Hook day make a rocket (writing questions)	History	Information leaflet	Retell and write a story
Week 3	PSHE	Fact file	Instructions	History	Information leaflet	Explanation text
Week 4	Letter	Fact file	Fantasy story	Diary	Post card	Explanation text
Week 5	Letter	Story	Fantasy story	Diary	story	Poems
Week 6	Retell and write a story.	story		Story		Poems
Week 7	Retell and write a story.	Christmas				
Week 8						

## Year 2

Year 2 English Overview - 2023/24

	Autumn 1 Let it grow	Autumn 2 Titanic	Spring 1 Journey to the unknown	Spring 2 Great Fire of London	Summer 1 Charlie and the chocolate factory	Summer 2 <del>Great</del> (recount of trips)
Week 1		History sessions	Letter to theatre	History – immerse and knowledge	Instructions	Science
Week 2	Immerse in JB	(history) Features of chronological reports and 2 and 1 and explore	Peter Pan –character description	Report writing	Non Chronological report	Fact file
Week 3	Character descriptions	Writing chronological report	Peter Pan – skills through setting	Report writing	Setting description/Character	Factfile
Week 4	Setting descriptions	Diary – what is a diary and explore/immerse	Peter Pan –story	Diary	News report	Story (Mythical)
Week 5	Retell story of J and B	Diary – writing	Peter Pan –story	Diary	Story	Story (Mythical)
Week 6	Instructions	Diary writing/ Winter Poems	Owl and the Pussy cat poetry	Story/ fire poem	Story	
Week 7	Instructions	Winter Poems				

## 4. ADAPTIVE PROVISION

Adaptations should be made before, during and after a writing journey for children who require additional support to keep up with the planned curriculum. Sometimes a child's specific barrier can be planned for specifically. Consider the text/genre type as it may need to be adapted.

**1. Pre-read/ teach of key text/topic :** planned week before

**2. Text immersion :** same as class but in small group with TA

**3. Key vocabulary/word building :** creating a word bank linked to the end writing piece. This should be based around a stimulus (e.g. all children paint the character then create a word bank around it). The words should be spelt correctly if CEW/tricky words and spelt phonetically plausible if not. This should be adult led.

**4. Oral rehearsal of sentences using word bank :** drama/reading aloud/ high quality oral rehearsal modelled by an adult

**5. Teaching of key skills:** see ladder (may not be here in the sequence)

**6. Guided/practice write :** Teacher modelling then WB practice

- Explicit modelling of basic skills
- Ensure children clearly know own target (see ladders)

**7. Independent scaffolded write:** *pupil support scale should show decrease*

- ☐ Use of task board
- ☐ Picture prompts per sentence
- ☐ Check in mantra for writing - think/say/write sentence and read it back



## 8. Editing with adult support /small group conferencing

### Handwriting

#### Year R Handwriting Overview - 2022-23




Assessment point - Pencil grip must be correct upon leaving EYFS - see NHA P checks

<b>Autumn 1</b>	<ul style="list-style-type: none"><li>• Formation phrases taught in Phonics from Autumn 1 Week 1 (starts Week 3 or 4 in school)</li><li>• <u>Aut 1</u> Letter formation practice sheets to consolidate in MOOT</li><li>• <u>Clever Bodies</u></li></ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• Formation phrases taught in Phonics (ends Autumn 2)</li><li>• <u>Aut 2</u> Letter formation practice sheets to consolidate in MOOT</li><li>• <u>Clever Hands</u></li></ul>
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• Consolidate formations - quick writes on WBs</li><li>• Capital letters taught in Phonics</li><li>• Send home letter formation practice sheets for targeted support for off track children</li><li>• Tricky words</li><li>• Write Dance</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• Consolidate capital letters - quick writes on WBs</li><li>• Transition to books - recapping letter formation phrases for lower case and Capitals - writing on the line</li><li>• Finger spaces</li><li>• Targeted 1:1 repeated practice supported by an adult for off track children</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• Sentence writing</li><li>• Targeted 1:1 repeated practice supported by an adult for off track children</li></ul>
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Sentence writing</li><li>• Targeted 1:1 repeated practice supported by an adult for off track children</li></ul>
<b>Appendices : NHA, <u>Little Wandle Revised Letters and Sounds</u></b>	

**Year 1 Handwriting Overview - 2022-23**



- Little Wandle Formation phrases - print formation
- Sit correctly at a table, holding a pencil comfortably and correctly
- Ensure finger spacing is clear and consistent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Number formation 0-9	Recap letters o q g	Teach Capitals QRST	Days of the week	Numbers in words	CEW words
Week 2	Recap letters l i t	Recap letters e f s	Teach Capitals UVWX	Days of the week	Numbers in words	CEW words
Week 3	Recap letters j u y	Recap letters v w x z	Teach Capitals YZ	Days of the week	Numbers in words	CEW words
Week 4	Recap letters m n r	Teach Capitals ABCD	Recap on tricky letters	Months of the year	Numbers in words	CEW words
Week 5	Recap letters b p	Teach Capitals EFGH	Recap on tricky letters	Months of the year	Numbers in words	CEW words
Week 6	Recap letters h k	Teach Capitals IJKL	Recap on tricky letters	Months of the year	Numbers in words	CEW words
Week 7	Recap letters c a d	Teach Capitals MNOP				


Appendices : NHA, Little Wandle Revised Letters and Sounds

## Year 2 Handwriting Overview - 2022-23

- 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
- 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

### Baseline assessment before moving to cursive:

- Learnt to form all 26 lower case letters correctly
- Letters are of a consistent and suitable size
- Letters are positioned appropriately on the writing line as well as to each other

	Autumn 1	Autumn 2	Spring 1 *Recap tricky joins	Spring 2	Summer 1	Summer 2
Week 1		Revisit days of the week/months of year/numerals into words	Revisit days of the week/months of year/numerals into words	Revisit days of the week/months of year/numerals into words	Revisit days of the week/months of year/numerals into words	Revisit days of the week/months of year/numerals into words
Week 2	Baseline assessment (see above)	Teach continuous cursive - bottom joins (ai, sh, bu, er)	Teach letters best not joined	Sentences with CEW and suffixes	Sentences with CEW and expanded noun phrases	Sentences with high frequency words and word of the day
Week 3	Teach continuous cursive font for all 26 lower case letters with exit and entry stroke. The starting point for all letters is on	Bottom to C shaped joins (ea, ed, as)	Revisit spacing - recap tricky cursive formations	Sentences with CEW and suffixes	Sentences with CEW and expanded noun phrases	Sentences with high frequency words and word of the day
Week 4		Teach bottom e letter joins (ie, be, se)	Revisit spacing - recap tricky cursive formations	Sentences with CEW and suffixes	Sentences with CEW and expanded noun phrases	Sentences with high frequency words and word of the day
Week 5		Teach top e letter joins (oe, ve, re)	Revisit capital letters - correct size and	Sentences with CEW and suffixes	Sentences with CEW and expanded noun phrases	Sentences with high frequency words and word of the day

	the line and finish point too (except o, x, v, w which have top exit strokes)		relationship to lower case			
Week 6		Teach top letter joins (oi, oa, or, oy)	Revisit capital letters - correct size and relationship to lower case	Sentences with CEW and suffixes	Sentences with CEW and expanded noun phrases	Sentences with high frequency words and word of the day
Week 7						

## Documents for reference

### TIPS FOR TEACHING

National Handwriting Association   
Promoting good practice

#### 'P' Checks Preparing to write



The 'P checks' are used to support the *process* of handwriting and cover **Posture**, **Pencil grasp**, **Paper position** and **Pressure** and fluency.

#### Posture

Poor posture can be a root cause of common handwriting difficulties such as pain or fatigue and will present as a reluctance to write, poor presentation or legibility, slow writing speed and reduced output.

### TIPS FOR TEACHING

National Handwriting Association   
Promoting good practice

#### Patterns

Patterns are wonderful teaching tools because they enable a child to learn so many essential skills for writing in a way that can be enjoyable. They can also play a part in developing the skills of older pupils.

#### Patterning before writing

### TIPS FOR TEACHING

National Handwriting Association   
Promoting good practice

#### 'S' Factors for success



**Shape, Space, Size, Sitting, Stringing, Slant, Speed, Style** Useful as:

- 1 A GUIDE TO TEACHING handwriting and a CURRICULUM RESOURCE showing development of handwriting skills in the Early Years Foundation Stage (EYFS) and the National Curriculum (NC) KS1 & 2.
- 2 An ASSESSMENT TOOL: a checklist for quick evaluation of handwriting by a student or teacher (see p 3)

## 5. SUBJECT SPECIFIC ENHANCEMENTS

### **Whole school reading and writing week.**

These occur annually during the week of World book day. The children watch a pantomime performance starring their teachers. They then become immersed in a book where they use talk for writing to help scaffold an imaginative piece of writing.



### **Writing competitions**

Every year we have a whole school writing competition based around a theme. This year the children will take part in a poetry competition.

### **Trips-**

Trips often become the hook to provide children with the language and context for writing.

## Year R

- Farm visit into school field for chn to have hands-on animal experience. This enables the children to write a recount of their experience.



## Year 1

- Visit from Zoo Labs to support the writing of Animal fact files.
- Trip to Hillier's Garden Centre to focus on Minibeasts and Growing Plants
- Children grow caterpillars into butterflies and release them into the school grounds. They write an explanation of this cycle.
- Visit to Manor Farm to find out about victorians. This enables them to write a diary in the role of a Victorian child.





## Year 2

- Visit to Sea City to learn about the Titanic. The children then write a chronological report of the Titanic.
- Visit from a chocolatier to learn the history of chocolate. They write a non chronological report on chocolate.

