

## Writing Intention

Writing has an important place in education and in society. It is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life. It is our intent that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience. Furthermore, it is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our intent that all children have a legible and increasingly efficient handwriting style. Through our teaching of writing, we intend to impart pupils with the knowledge, understanding and skills they need in order to reach their potential as individuals

At Oakwood Infant and Nursery School, the teaching of writing within the English curriculum has been carefully considered to enable our pupils to become confident and creative writers. Our highly skilled subject leaders have carefully worked to create a Progression Document where objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge to further their education journey into Key Stage 2. The Writing Progression Skills document is fully compliant with the National Curriculum.

Within the Writing Progression Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within each subject, pupils will develop a deep understanding of key concepts to become an effective writer. The concepts are revisited and developed as the pupils move through the school to ensure the knowledge, skills, behaviours and attitudes are firmly embedded within the long-term memory.. The expectation is that, by the end of our school, children will know and understand these concepts and have the writing skills to be socially and emotionally equipped to enter KS2.

### Key concepts:

These are explored through different text types appropriate to the age and ability of the child.

<b>Composition</b> Children are taught the structure of different types of text.	
<b>Planning</b>	Looking at real texts, children are taught different features of types of text and how to plan both orally and written.
<b>Structure</b>	Children are taught to write cohesively within a range of texts.
<b>Vocabulary</b>	Using awareness of the reader, children are taught to use a range of adventurous language.
<b>Grammar</b>	Children are taught to construct sentences which are grammatically correct.
<b>Punctuation</b>	Children are taught to use accurate and increasingly higher level punctuation including punctuation to create specific effect.

<b>Transcription</b> Children are taught to write legibly and with increasingly accurate spelling.	
<b>Handwriting</b>	Children are taught to form letters correctly according to the school handwriting policy. Writing is taught on a daily basis through a structured writing sequence. In daily writing sessions, children are taught different skills with an aim to develop a child who writes with accuracy, confidence and increasing creativity.
<b>Spelling</b>	In accordance with their age and ability, children are taught different spelling strategies to improve their writing.

**In Writing-**

**By the end of EYFS children will:**

Writing Transcription and Composition	
1	Write recognisable letters, most of which are correctly formed
2	Spell words by identifying sounds in them
3	Represent the sounds with a letter or letters
4	Write simple phrases and sentences that can be read by others
5	Have good control and co-ordination of small movements
6	Handle tools and equipment effectively, including pencils for writing

## Expectations for Year 1

WRITING Autumn Term Year 1 Working at the expected standard	WRITING Spring Term Year 1 Working at the expected standard	WRITING Summer Term Year 1 Working at the expected standard
Use some full stops	Use some capital letters	Demarcating <b>some</b> sentences with capital letters and full stops
Use some spaces between words	Use spacing between words consistently	Segmenting spoken words into phonemes and representing these by graphemes, spelling <b>most</b> correctly
Segment spoken words into phonemes and represent these by graphemes, spelling some correctly	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Sequence sentences to form short narratives
Form some lower case letters in the correct direction, starting and finishing in the right place	Spelling some days of the week using a capital letter	Composing a sentence orally before writing it
Name letters of the alphabet in order	Form most digits 0-9 correctly	Join words and clauses using "and"
Sit correctly at a table, holding a pencil comfortably and correctly	Use some suffixes and prefixes (-s, -es, un-, -ing)	Use a capital letter for names of people, places, the days of the week, and the personal pronoun "I"
Compose some sentences orally before writing them	Compose a sentence orally before writing it	Write from memory simple sentences dictated by the teacher that include words using the letters and sounds and high frequency and tricky words taught so far
Discuss their writing with their teacher and/or peers	Write from memory simple sentences dictated by the teacher that include words using the letters and sounds and high frequency and tricky words taught so far spelling some correctly	Re-read what they have written to check it makes sense
Read their writing aloud	Use some capital letters for names of people, places, the days of the week, and the personal pronoun "I"	Add suffixes and prefixes (incl. -s, -es, -ing, -ed, -er, -est, un-)
	Sequence sentences to form short narratives	Form digits 0-9 correctly
	Join words and clauses using "and"	Use letter names to distinguish between alternative spellings of the same sound
	Begin to understand which letters belong to which handwriting "families" ("forest/sky/underground") and to practise these	Begin to understand which letters belong to which handwriting "families" ("forest/sky/underground") and to practise these

	Use the grammar vocabulary when discussing their writing	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
	Discuss what they have written with the teacher or other pupils	Learning the grammar for year 1. eg- singular, plural, exclamation mark, question mark, punctuation
	Begin to re-read their writing to check it makes sense	Spell many Year 1 common exception words correctly.
<b>Working at greater depth within the standard</b>	<b>Working at greater depth within the standard</b>	<b>Working at greater depth within the standard</b>
Begin to use capital letters	Re-read their writing to check it makes sense	Demarcate <b>most</b> sentences with capital letters and full stops
Form most digits 0-9 correctly	Demarcate <b>some</b> sentences with capital letters and full stops	Segment spoken words into phonemes and representing these by graphemes, spelling <b>many</b> correctly
Sequence sentences to form short narratives	Spell <b>many</b> Year 1 common exception words correctly.	Spell <b>most</b> Year 1 common exception words
Use spacing between words consistently		Begin to use the diagonal and horizontal strokes needed to join letters in some of their writing
		Forming lower-case letters of the correct size relative to one another in <b>some</b> of their writing

## Expectations for Year 2

Writing Autumn Term Year 2 Working at the expected standard	Writing Spring Term 1 Year 2 Working at the expected standard	Writing Spring 2/Summer Term Year 2 Working at the expected standard
<ul style="list-style-type: none"> <li>Write simple sentences dictated by the teacher</li> </ul>	Write poetry	Demarcate most sentences with capital letters and full stops
<ul style="list-style-type: none"> <li>Start using diagonal and horizontal strokes needed to join letters</li> </ul>	Include new vocabulary and key words in their writing	Show some use of question marks
<ul style="list-style-type: none"> <li>Correctly form capital letters</li> </ul>	Read their writing, spot and change their mistakes	Show some use of exclamation marks
<ul style="list-style-type: none"> <li>Use spaces between words which reflects the size of letters</li> </ul>	Demarcate some sentences with capital letters, full stops and question marks, exclamation marks	Write statements
<ul style="list-style-type: none"> <li>Say out loud what they are going to write</li> </ul>	Write exclamations and commands	Write questions
<ul style="list-style-type: none"> <li>Read their writing aloud</li> </ul>	Use subordinating conjunctions – when, if, that, because	Write exclamations
<ul style="list-style-type: none"> <li>Demarcate some sentences with capital letters, full stops and question marks</li> </ul>	Spell words with suffixes – est, ful, ly	Write commands
<ul style="list-style-type: none"> <li>Write statements and questions</li> </ul>	To identify and use adverbs	Use expanded noun phrases to describe and specify
<ul style="list-style-type: none"> <li>Use coordinating conjunctions – and, or, but</li> </ul>		Correctly use present and past tense
<ul style="list-style-type: none"> <li>To identify and use nouns, adjectives and verbs</li> </ul>		Use coordinating conjunctions (or/and/but)
<ul style="list-style-type: none"> <li>Spell some homophone words e.g. see and sea</li> </ul>		Use subordinating conjunctions (when/if/that/because)
<ul style="list-style-type: none"> <li>Write about real events</li> </ul>		Segment words into phonemes representing these by graphemes spelling many correctly
<ul style="list-style-type: none"> <li>To identify and use compound words</li> </ul>		Spell many common exception words
<ul style="list-style-type: none"> <li>To identify and use noun phrases</li> </ul>		Spell some words in contracted forms
		Correctly spell some words with suffixes – ing, ed, er, est, ful, ly, ment, ness, less,
		Using diagonal and horizontal strokes to join some words in their writing
		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 letters
<b>Working at greater depth within the standard</b>	<b>Working at greater depth within the standard</b>	<b>Working at greater depth within the standard</b>
Correctly punctuate most sentences	Spell words with suffixes – ment, less, ness	Correctly use a range of punctuation
Some evidence of subordinating conjunctions – when, if, that, because	Spell some words in contracted forms – e.g. didn't, I'm, don't, I'll	Use commas to separate items in a list
Spell some common exception words	Spell many common exception words	Use apostrophes to mark singular possession in nouns
Use suffixes-ing, er, ed	Write expanded noun phrases to describe	Spell most common exception words
		Spell most words with contracted forms
		Correctly spell most words with suffixes – ing, ed, er, est, ful, ly, ment, ness, less,
		Using diagonal and horizontal strokes to join their writing