



Writing - Curriculum Overview

Curriculum Intent

At Netherton Infant School, writing is an integral part of our curriculum. All of our children are provided with many exciting opportunities to develop and apply their writing skills across the curriculum. We want our children to develop into confident, able writers who see the value of, and find pleasure in, the writing process. We have high expectations for all pupils within our school and endeavour to ensure that all children make good progress in their writing.

Our aim is that all children will be able to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

Implementation

Our curriculum is organised in a progressive way, ensuring the objectives of the EYFS 2021 Handbook and National Curriculum 2014 are closely followed. Writing is evident across our curriculum and a wide range of genres are taught throughout the school.

To ensure children develop a love of writing and the skills needed to be an effective writer we:

- immerse children in high-quality texts and encourage each child to think of themselves as authors
- teach writing through a range of exciting stimuli including film clips, artefacts, visitors and meaningful real-life and first-hand experiences which we hope will excite the children and want them to write

- model the writing process daily to support children’s writing and make expectations clear
- ensure children write for a real purpose and reason
- provide children with opportunities to develop a rich vocabulary to bring their own writing to life
- teach Spelling, Punctuation, Grammar and Phonics explicitly and apply them to texts
- encourage children use and apply their phonic knowledge in their writing
- teach the children how to proof-read and check their writing makes sense. In KS1 how to make revisions and additions so they can improve their writing
- use a rigorous, sequential approach to teaching handwriting
- ensure children who have gaps in their knowledge receive appropriate support and intervention

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas.
- Children taking ownership of their own learning journey.
- We have an engaging, ambitious and inclusive curriculum which results in happy learners.
- We celebrate and share our successes.

The English curriculum reflects our school values in the following ways:

Ready:

We always try our best.
 We keep going when things get difficult.
 We set high expectations of ourselves.
 We are positive about new challenges.

Respectful:

We look after our environment and our equipment.
 We respect difference and know that we are all equal.

Responsible:

We look after ourselves and each other.

Spelling

3 - 4 years	Reception	Y1	Y2
<p>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; write 'm' for mummy.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound letter correspondences using a capital letter and a full stop</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p><u>Name the letters of the alphabet:</u> To name the letters of the alphabet in order To use letter names to distinguish between alternative spellings of the same sound</p> <p><u>Add prefixes and suffixes:</u> To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs To use the prefix un– To use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p> <p>To apply simple spelling rules and guidelines (English Appendix 1 National Curriculum)</p> <p>To write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>To learn 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.</p> <p>To learn to spell common exception words.</p> <p>To learn to spell more words with contracted forms.</p> <p>To learn the possessive apostrophe (singular) for example, the girl's book.</p> <p>To distinguish between homophones and near homophones.</p> <p>To add suffixes to spell longer words, e.g. – ment, –ness, –ful, –less, –ly.</p> <p>To apply spelling rules and guidelines, (English Appendix 1 National Curriculum)</p> <p>To write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>

Handwriting

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Enjoy drawing freely Add some marks to their drawings which they give meaning to. For example; “that says mummy” Make marks on their picture to stand for their name</p> <p>Develop manipulation and control. Explore different materials and tools</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Physical Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one handed tools and equipment, for example, making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Literacy Write some or all of their name. Write some letters accurately.</p>	<p>Physical 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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Literacy Form lower case and capital letters correctly</p>	<p>Physical Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Literacy Write recognisable letter shapes, most of which and correctly formed</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To begin to distinguish ascenders and descenders.</p> <p>To form capital letters.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>To form lower-case letters of the correct size relative to one another.</p> <p>To 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.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p>

Composition

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Awareness of audience</p> <p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person</p>	<p>Planning writing editing Literacy Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name</p> <p>Write some letters accurately.</p> <p>Communication and language</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Expressive Arts and Design</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and doll houses etc</p> <p>Aware of audience</p> <p>Communication and language</p> <p>Use a wider range of vocabulary</p> <p>Be able to express a point</p>	<p>Planning writing editing Literacy Form lower case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense</p> <p>Communication and language</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts into well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Planning writing editing Literacy - writing Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with letter/s.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Expressive Arts and Design – being imaginative and expressive</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Aware of audience Communication and language – Speaking</p> <p>Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To re-read what they have written to check that it makes sense.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write poetry.</p> <p>To write for different purposes.</p> <p><u>Consider what they are going to write before beginning by:</u> To plan or say out loud what they are going to write about. To write down ideas and/or key words, including new vocabulary. To encapsulate what they want to say, sentence by sentence.</p> <p><u>Make simple additions, revisions and corrections to their own writing by:</u> To evaluate their writing with the teacher and other pupils. To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. To proof-read to check for errors in spelling, grammar and punctuation. (e.g. ends of sentences punctuated correctly) To read aloud what they have written with appropriate intonation to make the meaning clear.</p>

<p>or a parent.</p> <p>Gaze at faces, copy facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk</p> <p>Copy what adults do, taking 'turns' in conversation (through babbling) and activities try to copy adult speech and lip movements.</p> <p>Listen and respond to a simple instruction.</p>	<p>of view and to debate when they disagree with an adult or a friend using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver."</p>	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Expressive Arts and Design</p> <p>Develop storylines in their pretend play.</p> <p>Awareness of audience Communication and language</p> <p>Learn new vocabulary.</p> <p>Use vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>		
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Vocabulary, grammar and punctuation

0-3 years	3-4 years	Reception	ELG	Y1	Y2
<p>Communication and language Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not why)</p> <p>Start to develop conversations, often jumping from topic to topic.</p>	<p>Communication and language Understand 'why' questions like; 'why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Expressive Arts and Design Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment.</p> <p>Remember and sing entire songs. Sing the pitch of a tone sung by another person.</p>	<p>Communication and language Learn new vocabulary</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in story times.</p> <p>Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Expressive Arts and Design Sing in a group or on their own, increasingly matching</p>	<p>Communication and Language - Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Expressive arts and Design – Being imaginative and expressive Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others.</p> <p>Literacy - comprehension Demonstrate</p>	<p>To leave spaces between words.</p> <p>To join words and joining clauses using <i>and</i>.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To learn the grammar for Year 1 English Appendix 2 National Curriculum)</p> <p>To use the grammatical terminology in English Appendix 2 National Curriculum) in discussing their writing.</p>	<p>Develop their understanding of the concepts set out (English Appendix 2 National Curriculum) To learn how to use both familiar and new punctuation correctly (English Appendix 2 National Curriculum) including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p><u>Learning how to use:</u> Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify, e.g. the blue butterfly.</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination. (using or, and, or but)</p> <p>Learning the grammar for year 2 (English Appendix 2 National Curriculum) Using some features of written Standard English.</p>

<p>Develop pretend play 'putting the baby to sleep' or driving the car to the shops' Expressive Arts and Design</p> <p>Enjoy and take part in action songs such as 'Twinkle Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it is a phone.</p>	<p>Sing the melodic shape of familiar songs Create their own songs, or improvise a song shared around one they know.</p>	<p>the pitch and following the melody</p> <p>Develop storylines in their own play.</p>	<p>understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p>		
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Vocabulary Progression

At the end of Reception	Year 1	Year 2
Word Sentence Finger space Full stop Capital letter Question mark Exclamation mark	word sentences joining words and clauses - and letter capital letter finger spaces word singular plural sentence punctuation full stop question marks exclamation mark plural noun suffixes –s –es prefix –un noun adjectives verbs	noun adjective verb adverb sentence noun phrase past tense present tense statement question exclamation command compound suffix apostrophe comma