

Thurnham Whole School Writing Progression 2019 – 2020

Progression in Writing through our Empowering Curriculum

Year R	Year 1	Year 2
Handwriting – see school Handwriting Policy which details progression from Year R to Year 2		
<p>Early Learning goal: ‘Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.’</p> <p><i>Development Matters</i> gives the following guidance:</p> <p>30-50 months:</p> <ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using the whole hand grasp • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters, e.g. letters from their name <p>40-60 months:</p> <ul style="list-style-type: none"> • Shows preference for a dominant hand 	<ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortably and correctly • I can begin to form lower-case letters in the correct direction, starting and finishing in the right place (<i>according to the school’s handwriting policy</i>) • I can form capital letters • I can form digits 0-9 • I can understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Non statutory:</p> <ul style="list-style-type: none"> • Handwriting requires frequent and discrete, direct teaching. • Pupils should be able to form letters correctly and confidently. The size of the writing 	<ul style="list-style-type: none"> • I can form lower-case letters of the correct size relative to one another • I can 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. <i>(Consider how well pupils are able to successfully master what you are expecting of them at each stage, so that the writing process does not become a barrier to enjoyment and success.)</i> • I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • I can use spacing between words that reflects the size of the letters <p>Non statutory:</p>

<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical movement • Begins to form recognisable letters • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <p>Pupils will need to:</p> <ul style="list-style-type: none"> • engage in pre-writing or ‘writing-readiness’ activities • practise holding a writing or drawing implement correctly • practise and enjoy making marks using a variety of materials • make large marks and small marks, using gross and fine motor skills • make patterns such as wiggles, curves, straight lines, zig-zags and circles • practise drawing patterns inside bigger shapes, keeping within the lines • when appropriate, follow the statements for Year 1 below <p><i>Additional information: provide opportunities for the child to hold a range of writing implements correctly,</i></p>	<p>implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits.</p> <ul style="list-style-type: none"> • Left handed pupils should receive specific teaching to meet their needs. <p><i>Additional information: Handwriting families could include, for example: (curly caterpillar) c,a,d,e,g,o,q,f,s; *x when drawn cursively; (long ladder) i,j,l,t,u,y; (one armed robot) b,h,k,m,n,p,r; (zig zag) v,w,z (See Gateway to Writing - National Strategy Archived Resources - also included on Kent’s Literacy Toolkit.) Kent strongly recommends that handwriting should be taught as a modelled, supervised and guided activity, ensuring that pupils do not form habits which are unhelpful later. Correct letter formation and orientation is crucial.</i></p>	<ul style="list-style-type: none"> • Pupils should revise and practise correct letter formation frequently. • They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. <i>(This implies that it is not appropriate to rush children to join letters until they have mastered these skills)</i>
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<p><i>using the tripod grip, before the muscle memory becomes fixed. Develop shoulder movements to encourage upper body strength.</i></p>		
Composition		
<p>Focus on speaking and listening skills to develop speech, particularly communicating effectively in words and sentences.</p> <p>Pupils will need to:</p> <ul style="list-style-type: none"> • engage in pre-writing or writing-readiness activities • practise holding a writing or drawing implement correctly • practise and enjoy making marks using a variety of materials • make large marks and small marks, using gross and fine motor skills 	<p>Write sentences by:</p> <ul style="list-style-type: none"> • I can say out loud what I am going to write about • I can compose a sentence orally before writing it • I can sequence sentences to form short narratives • I can re-read what I have written to check that it makes sense. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • I can discuss what I have written • I can read aloud my writing clearly enough to be heard. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • I can leave spaces between words • I can join words and clauses with and • I can begin to punctuate sentences using a capital letter and a full stop • I can begin to punctuate sentences using a 	<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • I can write narratives about personal experiences and those of others (real and imagined) • I can write about real events • I can write poetry • I can write for different purposes. <p>Consider what they are going to write about before beginning by:</p> <ul style="list-style-type: none"> • I can plan or say out loud what I am going to write about • I can write down ideas and/or key words • I can encapsulate what I want to say, sentence by sentence.

question mark or exclamation mark

- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- I can learn the grammar for Year 1 in English Appendix 2 – see Grammar Progression Grid

Make simple additions and corrections to their own writing by:

- I can evaluate my writing with others
- I can re-read to check sense
- I can re-read to check tense of verbs
- I can proof-read to check for errors of spelling, grammar and punctuation.

Read aloud what I have written with appropriate intonation to make the meaning clear.

Pupils should be taught to:

develop their understanding of grammar and punctuation by:

- I can learn how to use 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).

I can use:

- sentences with different forms: **statement, question, exclamation** and **command**

		<ul style="list-style-type: none">• expanded nouns phrases to describe and specify [e.g. the blue butterfly]• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• appropriate grammar for Year 2 - see Progression Grid for Grammar• Some features of written Standard English.
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