

Thurnham Whole School Writing Progression 2020- 21

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>Upon entry to school, one of our main concerns was the number of children who need to develop core strength. We will need to plan in the opportunity for Gross Motor movements, to help develop the strength and movements. We have been doing Yoga, morning running sessions, activities such as using brooms, which will build on children’s strength and core muscles. This will be fundamental for the children to later be able to write. Additionally, we will monitor the children’s fine motor skills, as we are aware that they will have missed vital ‘pre-writing skills’ at pre-school. We will plan in fine motor provision, and Clever Fingers opportunities.</p> <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: 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 	<p>Individual letter formation will be revisited.</p> <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 	<p>Year 2 have started from teaching the lead in and lead out strokes for individual letters. These have all been covered in Term 1, and in Term 2, joining of letters will be taught as normal</p> <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

<ul style="list-style-type: none"> • 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 • 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 	<p>and confidently. The size of the writing 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>	<p>one another and to lower case letters</p> <ul style="list-style-type: none"> • I can use spacing between words that reflects the size of the letters <p>Non statutory:</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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<ul style="list-style-type: none"> 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, using the tripod grip, before the muscle memory becomes fixed. Develop shoulder movements to encourage upper body strength.</i></p>		
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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>In Term 1, the composition focus was on writing labels rather than sentences, with basic punctuation. The same texts will be used for composition ideas, but objectives will be simplified to meet the ability of the children.</p> <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 	<p>Objectives will be covered as normal, but expectation about stamina for writing are lower and the focus is on correct sentence structure, punctuation and spelling. Longer writing will be introduced during Term 2. The usual objectives will be , with slightly lower expectations.</p> <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
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- I can read aloud my writing clearly enough to be heard.

Pupils should be taught to:

- 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 **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

- I can write for different purposes.

Consider what they are going to write about before beginning by:

- 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.

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**
- 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.