

# Thurnham Whole School Writing Progression 2021-22

## Progression in Writing through our Empowering Curriculum

Areas highlighted in Green were not covered in the previous academic year so will be recovered this year

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 at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p><b>Carried over from EYFS:</b></p> <p><b>Opportunities to refine handwriting. We were not able to do some activities, such as dough disco (use of dough is not recommended currently).</b></p> <p><b>Continue to work on children being able to write with increasing independence, holding their sentence in their head and not seeking as much reassurance from adults.</b></p> <p><b>Individual letter formation will be revisited.</b></p> <ul style="list-style-type: none"> <li>• I can sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• 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></li> </ul>	<p><b>Year 2 will teach the lead in and lead out strokes for individual letters. These will be covered in Term 1, and in Term 2, joining of letters will be taught as normal</b></p> <ul style="list-style-type: none"> <li>• I can form lower-case letters of the correct size relative to one another</li> <li>• 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></li> <li>• I can write capital letters and digits of the</li> </ul>

- 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.

**Non statutory:**

- Handwriting requires **frequent** and **discrete, direct teaching**.
- Pupils should be able to form letters correctly and confidently. The size of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits.
- Left handed pupils should receive specific teaching to meet their needs.

*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.)*

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

**Non statutory:**

- 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.** *(This implies that it is not appropriate to rush children to join letters until they have mastered these skills)*

*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.*

### Composition

Focus on speaking and listening skills to develop speech, particularly communicating effectively in **words** and **sentences**.

Pupils will need to:

- 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

In Term 1, the composition focus will be 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.

Write sentences by:

- 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.

Pupils should be taught to:

- I can discuss what I have written
- I can read aloud my writing clearly enough to be heard.

Objectives will be covered as normal, but expectation about stamina for writing will be lower and the focus will be on correct sentence structure, punctuation and spelling. Longer writing will be introduced during Term 2.

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- 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.

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

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• I can leave spaces between words</li> <li>• I can join words and clauses with <b>and</b></li> <li>• I can begin to punctuate sentences using a <b>capital letter</b> and a <b>full stop</b></li> <li>• I can begin to punctuate sentences using a <b>question mark</b> or <b>exclamation mark</b></li> <li>• I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'</li> <li>• I can learn the grammar for Year 1 in English Appendix 2 – see Grammar Progression Grid</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan or say out loud what I am going to write about</li> <li>• I can write down ideas and/or key words</li> <li>• I can encapsulate what I want to say, sentence by sentence.</li> </ul> <p>Make simple additions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• I can evaluate my writing with others</li> <li>• I can re-read to check sense</li> <li>• I can re-read to check tense of verbs</li> <li>• I can proof-read to check for errors of spelling, grammar and punctuation.</li> </ul> <p>Read aloud what I have written with appropriate intonation to make the meaning clear.</p> <p>Pupils should be taught to: develop their understanding of grammar and punctuation by:</p> <ul style="list-style-type: none"> <li>• I can learn how to use familiar and new punctuation correctly, including <b>full stops, capital letters, exclamation marks, question marks, commas for lists</b> and <b>apostrophes</b> for</li> </ul>
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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.