



# Wessington Primary school

Curriculum for writing

Progression through genres and long term plan

### Our school vision

We are incredibly proud of our children and endeavour to create the nurturing school community they deserve, where children excel in their achievements and are inspired to grow and reach their full potential.

We provide a welcoming, cheerful and stimulating place of learning. Our broad and balanced curriculum is designed to encourage independence and curiosity as well as challenging children to strive for academic, creative and personal accomplishment. The Curriculum is delivered through a variety of approaches, which enables our children to become resilient and self-assured in an environment where safety is paramount, developing lively and enquiring minds to prepare each child to meet the challenges of their future.

### The reading and writing curriculum.

The English curriculum for reading and writing is used throughout school to teach a variety of reading and writing skills. We ensure that children are taught using a wide range of high-quality texts and we follow a process to help children read as a reader; read as a writer; practice spelling and grammar skills and then apply them to their independent writing.

---

Nursery (3-4year olds)

**Reading: Word reading (Phonics and decoding)**

<u>Literacy</u>	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>
-----------------	--

**Reading: Word reading (Fluency)**

<u>Literacy</u>	Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of different parts of a book</li> <li>• print can have different purposes</li> <li>• page sequencing</li> <li>• we read English text from left to right and from top to bottom</li> </ul> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul>
-----------------	--

**Reading: Comprehension**

<u>Communication and language</u>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>
-----------------------------------	--

**Reading: Comparing, Contrasting and Commenting**

<u>Communication and language</u>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>
-----------------------------------	---

**Reading: Words in Context and Authorial Choice**

<u>Communication and language</u>	Use a wider range of vocabulary.
<u>Literacy</u>	Engage in extended conversations about stories, learning new vocabulary.

**Reading: Inference and Prediction**

<u>Communication and language</u>	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
-----------------------------------	--

**Reading: poetry and performance**

<u>Communication and language</u>	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
<u>Expressive arts and design</u>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul>

Reception

**Reading: Word reading (Phonics and decoding)**

<u>Literacy</u>	<ul style="list-style-type: none"><li>• Read individual letters by saying the sounds for them.</li><li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li><li>• Read some letter groups that each represent one sound and say sounds for them.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li></ul>
-----------------	---

- ELG**
- Say a sound for each letter in the alphabet and at least 10 digraphs.
  - Read words consistent with their phonic knowledge by sound-blending.
  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Reading: common exception words**

<u>Literacy</u>	<ul style="list-style-type: none"><li>• Read a few common exception words matched to the school's phonic programme.</li></ul>
-----------------	---

**Reading: Word reading (Fluency)**

<u>Literacy / reading</u>	<ul style="list-style-type: none"><li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li><li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li><li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li></ul>
---------------------------	--

- ELG**
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Reading: Comprehension**

<u>Literacy / comprehension</u>	<ul style="list-style-type: none"><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
---------------------------------	--

- ELG**
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
  - Anticipate (where appropriate) key events in stories.
  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Reading: Comparing, Contrasting and Commenting**

<u>Understanding the world</u>	<ul style="list-style-type: none"><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
--------------------------------	--

- ELG**
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

**Reading: Words in Context and Authorial Choice**

<u>Communication and language</u>	<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
-----------------------------------	--

- ELG**
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
  - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

**Reading: Inference and Prediction**

- ELG**
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

- Anticipate (where appropriate) key events in stories.

**Reading: poetry and performance**

Communication and language

- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.

Expressive arts and design

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

**ELG**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

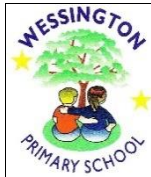
**Non-fiction**

Communication and language

- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**ELG**

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



Area of Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language – NURSERY, 2 -3 year olds</p>	<p>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'. 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>Listen to stories of increasing length.</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them</p>	<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Holds a conversation, jumping from topic to topic</p>
<p>Communication and Language – NURSERY, 3-4 year olds</p>	<p>Shows interest in play with sounds, songs and rhymes Identifies action words by following simple instructions, e.g. Show me jumping</p> <p>Uses language to share feelings, experiences and thoughts</p>	<p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet Holds a conversation, jumping from topic to topic</p>	<p>Listens to others in one-to-one or small groups, when conversation interests them Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</p>	<p>Listen with interest to stories and recall events. Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p>	<p>Focusing attention – can still listen or do, but can change their own focus of attention Understands use of objects (e.g. Which one do we cut with?)</p>	<p>Retell the events of a story they have previously heard using some repeated refrains. Use new vocabulary. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p>
<p>Communication and Language - RECEPTION</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings</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. Use new vocabulary in different contexts. 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>

			tenses and making use of conjunctions, with modelling		about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support	
Core books and rhymes in Nursery	<p><b>Core books:</b> Monkey and Me, Goldilocks and the Three Bears, Going on a Bear Hunt</p> <p><b>Core rhymes:</b> Wind the Bobbin, Twinkle, Twinkle Little Star, Baa, Baa Black Sheep, Two Little Dickie Birds, The Wheels on the Bus</p>	<p><b>Core books:</b> The Selfish Crocodile, Mr Big, Harold Loves His Woolly Hat</p> <p><b>Core rhymes:</b> 5 Cheeky Monkeys Jumping on the Bed, People Work in the Country, Humpty Dumpty sat on a Wall, Jack and Jill went up the Hill, Dr Foster went to Gloucester</p>	<p><b>Core books:</b> Little Red Riding Hood, The Lion Inside, Ten Little Superheroes, Augustus and his Smile</p> <p><b>Core rhymes:</b> The Grand Old Duke of York, Hey Diddle Diddle, Hickory Dickory Dock</p>	<p><b>Core books:</b> Jasper's Seed, The Enormous Turnip, Titch, Spot's First Easter, Where's my Easter Egg?</p> <p><b>Core rhymes:</b> I'm A Little Seed, 1,2 Buckle my shoe, Old McDonald had a Farm, I had a Little Nut Tree</p>	<p><b>Core books:</b> The Very Hungry Caterpillar, The Very Lazy Ladybird, What the Ladybird Heard</p> <p><b>Core rhymes:</b> There's a Tiny Caterpillar on a Leaf, There's a Worm at the Bottom of the Garden, Incy Wincy Spider, 5 Little Specked Frogs</p>	<p><b>Core books:</b> Shark in the Park, Hooray for Fish, Octopants, Ticky Octopus</p> <p><b>Core rhymes:</b> 1,2,3,4,5 Once I Caught a Fish Alive, Row, Row, Row Your Boat, 5 Cheeky Fish.</p>
Core books, rhymes and poems in Reception	<p><b>Core books:</b> Owl Babies, colour monster, The Little Red Hen, Once there were giants in my house,</p> <p><b>Poetry:</b> Where did the baby go? Julie Holder</p>	<p><b>Core books:</b> Stick Man, , Meg and Mog, Rosie Walk</p> <p><b>Non-fiction books</b> about Autumn and Winter, Arctic, snow Bears/Penguins Bonfire Night Christmas/Father Christmas story Christmas around the world.</p> <p>Poetry: Christmas is Coming, traditional (pg 68 Treasury of Children's Poetry)</p>	<p><b>Core Books:</b> The boy with flowers in his hair, TRADITIONAL TALES 3 Little Pigs,</p> <p><b>Non-fiction books:</b> Plastic pollution books.</p> <p><b>Poetry:</b> Pass the Jam Jim</p>	<p><b>Core Books:</b>Oi Frog, Jasper's Beanstalk ,</p> <p><b>Non-fiction:</b> Spring Animals</p> <p><b>Poetry:</b> Jelly Boot, Smelly Boots, Michael Rosen</p>	<p><b>Core Books:</b> Handa's Surprise, What the Lady Bird Heard Next, Mad about mini-beasts. Spinderella.</p> <p><b>Non-fiction:</b> Life cycle books/ Mini Beasts.</p> <p><b>Poetry:</b> Little Arabella Miller</p>	<p><b>Core Books:</b> Whatever Next, What the Ladybird did at the Beach,</p> <p><b>Non-fiction:</b> Space books, books about transport and holidays, rock pools and sea creatures Mini-Beast-Bee's</p> <p><b>Poetry:</b> Seal (pg 111 Treasury of Children's Poetry)</p>
Literacy Comprehension, word reading NURSERY, 2 – 3 year olds	Responds to sounds in the environment such as cars, sirens and birds. Responds to rhymes in songs and rhymes by stamping or clapping. Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences	Begins to join in with actions and sounds in familiar song and book sharing experience Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences	Handles books, printed and digital reading material with interest. Begins to join in with actions and sounds in familiar song and book sharing experience	Handles books, printed and digital reading material with interest. Begins to join in with actions and sounds in familiar song and book sharing experience	Is interested in, anticipates books and rhymes, and may have favourites.	Is interested in, anticipates books and rhymes, and may have favourites.
Literacy	Is interested in, anticipates books and rhymes, and may have favourites.	Has some favourite's stories, rhymes, songs, poems or jingles.	Has some favourite stories, rhymes, songs, poems or jingles	Enjoys rhythmic and musical activity with	Listens to and joins in with stories and poems, when	Joins in with repeated refrains and anticipates

<p>Comprehension, word reading – NURSERY, 3-4 year olds</p>		<p>Knows that the marks they make are of value.</p>	<p>Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps</p>	<p>percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p>	<p>reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>	<p>key events and phrases in rhymes and stories Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons</p>
<p>Literacy Comprehension, word reading - RECEPTION</p>	<p>Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming</p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently.</p>	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</p>	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>	<p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<p><b>Writing</b> NURSERY 2-3 year olds</p>	<p>Begins to understand the cause and effect of their actions in mark making Knows that the marks they make are of value Enjoys the sensory experience of making mark</p>	<p>Begins to understand the cause and effect of their actions in mark making Knows that the marks they make are of value Enjoys the sensory experience of making mark</p>	<p>Distinguishes between the different marks they make Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p>	<p>Distinguishes between the different marks they make Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play.</p>	<p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>
<p><b>Writing</b> NURSERY 3-4 year olds</p>	<p>Sometimes gives meaning to their drawings and paintings</p>	<p>Sometimes gives meaning to their drawings and paintings</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p>	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p>	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>
<p><b>Phonics</b> RECEPTION</p>	<p>Read 25 Set 1 single letter sounds Blend orally  Learn to blend: Word Time 1.1 to 1.4  Spell using Fred Fingers</p>	<p>Read 25 Set 1 single letter sounds speedily  Blend independently using Phonics Green Word cards:  Word Time 1.1 to 1.4 Spell using Fred Fingers</p>	<p>Read Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6  Read speedily Word Time 1.1 to 1.4  Read 3-sound nonsense words  Spell using Fred Fingers</p>	<p>Review Set 1 Sounds (reading only)  Read 4/5 sound words: Word Time 1.6 and 1.7  Read Word Time 1.1 to 1.5  Read 3/4 sound nonsense words  Spell using Fred Fingers</p>	<p>Read Set 2 Sounds and matching Phonics Green Words  Read Set 1 Phonics Green Words and build speed  Read nonsense words Spell using Fred Fingers</p>	<p>Read Set 2 Sounds and matching Phonics Green Words  Read Set 1 Phonics Green Words and build speed  Read nonsense words Spell using Fred Fingers</p>
<p><b>Reception</b> <b>Writing domain</b></p>						
<p><b>Handwriting</b> (Read Write Inc)  Handwriting includes frequent and discrete, direct teaching. Help children to progress from accuracy to fluency.  Ensure pupils are supported to hold their pencil comfortably and develop fine motor skills.</p>	<p>Tripod grip  Correcting sitting and posture.  Correct paper position.  Prewriting shapes and patterns e.g. <i>dots, straight lines and crosses, circles, waves, loops and bridges, joined straight lines, angles patterns, eights, spirals, left to right orientation.</i></p>	<p>Prewriting shapes and patterns e.g. review of patterns and shapes, mixed of patterns.  Ascenders; starting and finishing in the correct place e.g. <i>i, t, h, b, d, k</i></p>	<p>Lower case letters, starting and finishing in the correct place e.g. <i>m, n, r, u, i.</i></p>	<p>Anti-clockwise curly letters, starting and finishing in the correct place e.g. <i>a, c, o, d, s, e.</i></p>	<p>Sharp letters, starting and finishing in the correct place e.g. <i>v, w, x, z,</i>  Capital letter formation of <i>L, T, H, B, D, K, M, N, R, U, I</i>  Capital letter formation of <i>A, C, O, D, S, E</i></p>	<p>Descenders starting and finishing in the correct place e.g. <i>f, g, j, p, q, y.</i>  Capital letter formation <i>F, G, J, P, Q, Y</i>  Capital letter formation of <i>V, W, X, Z</i></p>

<p><b>Writing transcription</b> Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Application of phonemes to graphemes e.g. m a s d t, i n p g o, c k u b, f e l h Learn to segment words containing these phonemes and write 1.1 – 1.2 words RWI e.g. <i>mat, sat, mad, sad, dad, sam. Pat, sit, man, pan, tap, pin, tip, map, dig, dog, pot, mop, pit.</i></p> <p><i>Use Fred games to segment words.</i></p> <p>Sensory large gross motor movements and dough disco to support developing hand strength.</p>	<p>Consolidate set 1 phonemes to graphemes e.g. <i>ff, ll, ss, j, v, w, x, y, z,</i></p> <p>Learn to segment words containing these phonemes and write 1.1 – 1.5 words RWI e.g. Rat, run, dog, nut, red, den, rug, rag, rod, hip</p> <p>Use dictation to support application into words including noun+ verb e.g. <i>dog runs</i></p> <p>RWI – 10 mins daily Handwriting handbook.</p>	<p>Application key digraphs and application of phonemes to graphemes e.g. <i>ll, ff, ss, ck, zz, th, sh, ch, ng, nk.</i></p> <p>Learn to segment words containing these phonemes and write e.g. <i>containing new digraphs. E.g. Shut, thin etc. (1.6 words).</i></p> <p>Use dictation to support application into simple phrases, captions, and very simple sentences e.g. <i>It is a duck. It has a hat on.</i></p> <p>Introduce capital letter names.</p> <p>RWI – 10 mins daily Handwriting handbook.</p>	<p>Consolidation of key digraphs and application of phonemes to graphemes e.g. <i>ll, ff, ss, ck, zz,,th, sh, ch, ng, nk.</i></p> <p>Use dictation to support application into words, captions and phrases combining three or more words e.g. <i>The bell is red. The chip is hot.</i></p> <p>Teach capital letter and full stop for sentence punctuation.</p> <p>Continue with RWI Get Writing books once children can read from Red Ditty book.</p> <p>RWI – 10 mins daily Handwriting handbook. Start RWI Get Writing books once children can read from Red Ditty book.</p>	<p>Application of key digraphs and application of phonemes to graphemes e.g. <i>ai, igh, oa, ur, oo, er, oo, or, ear, ow, ee, ck, ar, air, oi</i></p> <p>CVCC (1.7 words) – lamp, milk, hand, tent, jump CCVC-flag, trap, drip, swim CCVCC- blend, stamp, think. CCCVC – strap, scrap, frogs, CCCVC- sprint, strict, shrimp</p> <p>Use dictation to support application into simple sentences. Reinforce sentence construction e.g. <i>I can <b>blend</b> paint. We run and <b>sprint</b>.</i></p> <p>Capital letter and full stop for sentence punctuation.</p> <p>Continue with RWI Get Writing books once children can read from Red Ditty book. RWI – 10 mins daily Handwriting handbook.</p>	<p>Consolidation of key digraphs and application of phonemes to graphemes e.g. <i>ai, igh, oa, ur, oo, er, oo, or, ear, ow, ee, ck, ar, air, oi</i></p> <p>Write longer words using CVCC, CCVC, CCCVC, CCV, CCVCC e.g. <i>bright, sport, spoon, clear, growl, trains, crowds, streets, presses, screen, portrait, balloon, morning, jumping, splashes.</i></p> <p>Use dictation to support application into simple sentences. Reinforce sentence construction e.g. <i>The sun is <b>bright</b>. We play a <b>sport</b> at school. I eat with a <b>spoon</b>. The sky is <b>clear</b>. The dog made a <b>growl</b>.</i></p> <p>RWI – 10 mins daily Handwriting handbook.</p> <p>Continue with RWI Get Writing books once children can read from Red Ditty book.</p> <p>Capital letter and full stop for sentence punctuation.</p> <p>Teach sentence construction, subject+verb e.g. <i>Sam sits</i> in a pit. or Who? What doing? (Colourful Semantics)</p>
<p><b>Writing Composition</b> Children are taught to practise oral composition.</p>	<p>Teachers will support children’s understanding of composition sentence construction by reading stories, talking to them, re-phrasing what they have said</p>	<p>Compose simple sentences orally using sentence stems and frames (e.g. Colourful Semantics)</p>	<p>Begin to speak in sentences joining phrases with words such as <i>‘if, because, so, could, but’</i></p>	<p>Develop a range of sentence / language structures in spoken language for different purposes of writing (see below).</p>	<p>Develop their own narratives and explanations by connecting ideas or events in spoken language (see below).</p>	<p>Extend the range of sentence structure in spoken language.</p>

<p>They compose sentences orally and say aloud what they want to write.</p>	<p>and providing oral models of appropriate sentence structure.</p>					<p>Use past, present, and future forms accurately when talking about events that have happened or are to happen in the future.</p>
<p><b>Oral language structures to support writing</b></p>	<p><b>Language of comparison</b> It is the same because... It looks the same because... It feels the same because... It tastes the same because... It sounds the same because... It is different / They are different because... It is not the same. This is..... and that is.....</p>	<p><b>Language of Deduction</b> It will...because. think I will... I think...because... It is...because...It has.....because...</p>	<p><b>Language of description and describing</b> It is big / small (size) It is (shape name) It is a (shape name) It is soft / hard or hot / cold (texture / properties) It feels like.... It looks like... It tastes like...because... It sounds like..... It smells like..... It is the same because.....It is different because.....</p>	<p><b>Language of argument</b> He / She didn't share / take turns I want to... I like... I don't like... I think... Why? I think... I don't think... It's not. Yes because... No because.</p>	<p><b>Language of retelling</b> First, I... First, we... Then..... After... And then..... Next.....happened. Then...happened. .....happened last. Next....and.....happened. At the end...happened. .... happened in the beginning. ..... happened in the middle. ...happened in the end</p>	<p><b>Language of prediction</b> I think it will..... 'What do you think will happen?' It will... The...will..... The...is going to..... This will.....because...</p>
<p><b>Spelling</b></p>	<p>Introduction of letter names to support spelling  Automatic recall and spelling of tricky words e.g. <i>I, is, the</i>  Write own name</p>	<p>Automatic recall and spelling of tricky words e.g. <i>as, and, his, her, go, no, to,</i>  Write their <b>name</b> and other familiar words.</p>	<p>Learn letters of the alphabet by name to support spelling.  Automatic recall and spelling of tricky words e.g. <i>put, pull, full, into, push, she, he, of, we, me, be.</i>  Write their <b>name</b> and other familiar words.</p>	<p>Automatic recall and spelling of tricky words e.g. <i>was, you, by, they, was you they, my, by, all, are, pure.</i> Spell these words by noting the part that is an exception to what they have learnt so far.  Use <b>digraphs and trigraphs</b> in spelling.</p>	<p>. Automatic recall and spelling of tricky words e.g. <i>be, into, my, sure, all.</i> Spell these words by noting the part that is an exception to what they have learnt so far.  Introduce simple mnemonics for spelling.  Use <b>phonically plausible attempts</b> for unfamiliar words (<i>frend for friend</i>).</p>	<p>Automatic recall and spelling of tricky words e.g. <i>said, have, like, some, come, love, were, when.</i> Spell words with <b>adjacent consonants</b> (flag, trip, stamp, nest).  Spell some <b>longer words</b> with more than one syllable (sunset, picnic, laptop).  Introduce strategies for spelling e.g. analogy, phonemes, syllables, rehearsing through play, multi-sensory, mnemonics</p>

Year 1

Throughout the year the children will carry out writing activities matched to their Read Write Inc phonics books. This will help develop their, oral composition, transcription including hand writing, spelling and writing independent sentences. Children will also carry out activities to support gross and fine motor skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Narrative / non-fiction</u>	<u>Narrative / non-fiction</u>	<u>Narrative / non-fiction</u>	<u>Narrative / non-fiction</u>	<u>Narrative / non-fiction</u>	<u>Narrative / non-fiction</u>
Green story books	Purple story books	Pink story books	Orange story books	Yellow story books	Yellow story books

## Year 2

Throughout the year the children will carry out writing activities matched to their Read Write Inc phonics books. This will help develop their, oral composition, transcription including hand writing, spelling and writing independent sentences. During the summer term when most children have completed the Read Write Inc phonics program children will continue to develop their writing skills using a wide range of different texts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Blue books	Blue books	Grey books	Grey books	<p><b>Narrative</b></p> <p>Retell a 3 part story that has a key central character.</p> <p><b>Transform for GDS</b></p> <p>Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p>	<p><b>Narrative</b></p> <p>Retell a traditional tale –with repeated events using the rule of three.</p> <p><b>Transform for GDS</b></p> <p>Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p>
				<p><b>Non-chronological report</b></p> <p>Use information from research to group and assemble information into a short non-chronological report.</p> <p><b>Transform for GDS</b></p> <p>Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p>	<p><b>Recount</b></p> <p>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p> <p><b>Transform for GDS</b></p> <p>Write same recount as a third person recount.</p>

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Narrative</u></b></p> <p>To write a story in four parts, in the first person, with a definite ending. organised into paragraphs,</p> <p><b>Transform for GDS</b></p> <p>Change into a third person story.</p>	<p><b><u>Narrative</u></b></p> <p>To write a story in the third person ensuring that the sequence is clear. Some basic dialogue included. with a focus on speech</p> <p><b>Transform for GDS</b></p> <p>Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</p>	<p><b><u>Narrative</u></b></p> <p>Re-tell a story varying voice and intonation to create a specific effect in the audience and sustain interest. With a focus on creating atmosphere</p> <p><b>Transform for GDS</b></p> <p>Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader</p>	<p><b><u>Narrative</u></b></p> <p>To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p><b>Transform for GDS</b></p> <p>Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.</p>	<p><b><u>Narrative</u></b></p> <p>Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p><b>Transform for GDS</b></p> <p>Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p>	<p><b><u>Narrative</u></b></p> <p>Write a story where dialogue is the drive to move the story on.</p> <p>Revisit dialogue</p> <p><b>Transform for GDS</b></p> <p>Revise the dialogue to provide strong characterisation.</p>
<p><b><u>Recount – Diary</u></b></p> <p>Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p><b>Transform for GDS</b></p> <p>Write same event in a different form e.g. as a story, a letter or a diary.</p>	<p><b><u>Non-chronological report</u></b></p> <p>Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p><b>Transform for GDS</b></p> <p>Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</p>	<p><b><u>Non-chronological report (revisit in another form)</u></b></p> <p>Write a non- chronological report about a subject researched in a specific form e.g. leaflet</p> <p><b>Transform for GDS</b></p> <p>Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</p>	<p><b><u>Recount (revisit in another form)</u></b></p> <p>Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p><b>Transform for GDS</b></p> <p>Write same event in a different form e.g. as a story, a letter or a diary.</p>	<p><b><u>Instructions</u></b></p> <p>Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p><b>Transform for GDS</b></p> <p>Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p>	<p><b><u>Persuasion</u></b></p> <p>Present a persuasive point of view in the form of a leaflet, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p><b>Transform for GDS</b></p> <p>Change the viewpoint of the author, selecting vocabulary appropriately</p>

## Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Narrative</u></b></p> <p>To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p><b>Transform for GDS</b></p> <p>Add character descriptions designed to provoke sympathy or dislike in the reader.</p>	<p><b><u>Narrative</u></b></p> <p>Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. With a focus on paragraphs</p> <p><b>Transform for GDS</b></p> <p>Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</p>	<p><b><u>Narrative</u></b></p> <p>Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p><b>Transform for GDS</b></p> <p>Experiment with using different organisational devices with some attempt to link paragraphs together.</p>	<p><b><u>Narrative</u></b></p> <p>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Focus on setting description</p> <p><b>Transform for GDS</b></p> <p>Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</p>	<p><b><u>Narrative</u></b></p> <p>Write a short story using organisational devices and fronted adverbials Revisit dialogue</p> <p><b>Transform for GDS</b></p> <p>Change the narrative voice or write from two perspectives.</p>	<p><b><u>Narrative</u></b></p> <p>Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.</p> <p><b>Transform for GDS</b></p> <p>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p>
<p><b><u>Diary entry</u></b></p> <p>Write in the first person with a clear sense of audience and purpose.</p>	<p><b><u>Explanation</u></b></p> <p>Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p><b>Transform for GDS</b></p> <p>Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p><b><u>Non-chronological report</u></b></p> <p>Write a report with a clear audience and specific form.</p> <p><b>Transform for GDS</b></p> <p>Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</p>	<p><b><u>Persuasion</u></b></p> <p>Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p> <p><b>Transform for GDS</b></p> <p>Change the advert into a different form eg. poster to TV advert changing organisational devices, use of vocabulary and linguistic devices.</p>	<p><b><u>Recount (revisit in another form)</u></b></p> <p>Write recounts for different audiences, in the form of a letter.</p> <p><b>Transform for GDS</b></p> <p>Same recount in a different form and style eg. Recount events as a diary.</p>	<p><b><u>Non-chronological report (revisit in another form)</u></b></p> <p>Write a comparative report based on their own notes taken from several sources.</p> <p><b>Transform for GDS</b></p> <p>Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.</p>

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Narrative</u></b></p> <p>Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p><b>Transform for GDS</b></p> <p>Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p>	<p><b><u>Narrative</u></b></p> <p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p><b>Transform for GDS</b></p> <p>Change the story to focus on a different technique looking at how the language choice changes.</p>	<p><b><u>Narrative</u></b></p> <p>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p><b>Transform for GDS</b></p> <p>Adapt the story for a different audience aiming for consistency in character and style</p>	<p><b><u>Narrative</u></b></p> <p>Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.</p> <p>Focus on dialogue</p> <p><b>Transform for GDS</b></p> <p>Change the story to show parallel narrators where events are portrayed simultaneously.</p>	<p><b><u>Narrative</u></b></p> <p>Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p><b>Transform for GDS</b></p> <p>Use the non-linear structure to show changes in atmosphere and mood.</p>	<p><b><u>Narrative</u></b></p> <p>Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p><b>Transform for GDS</b></p> <p>Add an additional narrative voice demonstrating a change in formality.</p>
<p><b><u>Non-chronological Reports</u></b></p> <p><b>Text: rivers</b></p> <p>Plan, compose, edit and refine a non-chronological report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</p> <p><b>Transform for GDS</b></p> <p>Consider how another genre can be placed within the text with a shift of formality e.g.</p>	<p><b><u>Recount – diary entry</u></b></p> <p>Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p><b>Transform for GDS</b></p> <p>Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.</p>	<p><b><u>Persuasion</u></b></p> <p>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p><b>Transform for GDS</b></p> <p>Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p>	<p><b><u>Procedural Text</u></b></p> <p>Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p><b>Transform for GDS</b></p> <p>Change to a non-linear structure with choices for the reader to refer to different sections.</p> <p>Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the</p>	<p><b><u>Recount (revisit in another form)</u></b></p> <p>Write recounts from different viewpoints (first or third person) for varied purposes (e.g. biography, eyewitness report).</p> <p><b>Transform for GDS</b></p> <p>Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.</p>	<p><b><u>Non-chronological Report (revisit in another form)</u></b></p> <p>Write reports for a specific audience and purpose, showing clear structure and logical organisation.</p> <p><b>Transform for GDS</b></p> <p>Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p>

instructions or explanation embedded within the report.					
---	--	--	--	--	--

---

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Narrative</b></p> <p>Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p><b>Transform for GDS</b></p> <p>Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</p>	<p><b>Narrative</b></p> <p>Plan and write a setting with a very distinct atmosphere – eg. suspense, panic, humour</p> <p><b>Transform for GDS</b></p> <p>Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p>	<p><b>Narrative</b></p> <p>Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p><b>Transform for GDS</b></p> <p>Independently use a non-linear structure to show control of formality for different shifts of time.</p>	<p><b>Narrative</b></p> <p>Plan and write a story with two narrators to tell the story from different perspectives.</p> <p><b>Transform for GDS</b></p> <p>Independently change the formality of the two narrators so that they contrast.</p>	<p><b>Recount (revisit in another form)</b></p> <p>Write a recount in a specific form with a clear audience ensuring formality is appropriate.</p> <p><b>Transform for GDS</b></p> <p>Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article</p>	<p><b>Narrative</b></p> <p>Plan and write a story of their choice.</p>
<p><b>Recount</b></p> <p>Maintain a consistent and authentic diary voice throughout, suited to character and context.</p> <p><b>Transform for GDS</b></p>	<p><b>Non-chronological report</b></p> <p>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p><b>Transform for GDS</b></p> <p>Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p>	<p><b>Persuasion (email)</b></p> <p>Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p><b>Transform for GDS</b></p> <p>Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p>	<p><b>Narrative</b></p> <p>Plan and write an extended narrative with the use of description and figurative language and dialogue to create atmosphere.</p> <p><b>Transform for GDS</b></p> <p>Independently include dialogue to show shifts of formality; develop character and move the action forward.</p>	<p><b>Non-chronological report (revisit in another form)</b></p> <p>Produce detailed, formal reports that demonstrate control of tone, audience awareness, and objectivity.</p> <p><b>Transform for GDS</b></p>	<p><b>Consolidation of skills</b></p>