



# Writing

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# Writing Intent and Implementation

## Why do we teach Writing?

At Shinfield Infant and Nursery School we believe that language and literacy is a fundamental life skill essential to participating fully as a member of society.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

## What is our curriculum aim?

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We aim to develop grammar and punctuation knowledge, and understanding so children can use and apply skills across the wider curriculum; explore the writing structure and features of different genres.
- In our teaching of writing we develop pupils' competence in both transcription (spelling and handwriting) and comprehension (articulating ideas and structuring them in speech and writing)

# Writing Intent and Implementation

## How is writing taught at Shinfield?

- At Shinfield Infants and Nursery School, we use “The Write Stuff” approach to teach children the fundamental skills of writing.
- “Experience” sessions provide children with an exciting starting point in their writing and make it relevant and personal to them. Drama activities inspire children to write more creatively and rehearse exploratory language, building their confidence to be brave writers.
- 'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing.
- We teach in “chunks” where children’s learning is scaffolded in a class group and then children are given the opportunity to apply their skills independently, using supporting tools such as word banks and sound mats when appropriate.
- The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.
- Elements of grammar, punctuation and spelling will be integrated into the units of learning that children will be undertaking, and spelling is taught discreetly, following the Scode sequence of learning.

# Writing Content Spine

	Year 1	Year 2
<b>Fiction</b>	<ul style="list-style-type: none"> <li>• When I grow up by Jon Hales (retell part of the story)</li> <li>• Changing a story: The Way Back Home (JC)</li> <li>• Retell of the story Pinocchio (JC)</li> <li>• Recount of experiences</li> </ul>	<ul style="list-style-type: none"> <li>• The Building boy – narrative</li> <li>• George and the Dragon – adventure story</li> <li>• My Christmas Star – narrative</li> <li>• Wombat goes walkabout – narrative</li> <li>• The Owl who was Afraid of the Dark – narrative adventure</li> <li>• The Crows Tail - Fable</li> </ul>
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>• Instruction writing: First Aid: How to dress a wound.</li> <li>• Historical Recount: The Gunpowder Plot</li> <li>• Recount: Autumn walk</li> <li>• Informal letters – Letters to Father Christmas</li> <li>• Persuasive/Non Fiction: Ice Planet (JC)</li> <li>• Look Up by Nathan Bryon</li> <li>• : Save our Seas! Keeping our oceans clean.</li> <li>• Diary entry – growing a bean</li> </ul>	<ul style="list-style-type: none"> <li>• Recount – Visit to Wisley</li> <li>• Biographies –Christopher Columbus, Grace Darling</li> <li>• Instructions: How to make a sandwich</li> <li>• Non chronological reports – Plants</li> <li>• Diary Entries – Life on board The Titanic</li> <li>• Fact files on Barn Owls</li> <li>• Postcards – Meerkat Mail</li> <li>• Informal letters – The Day the Crayons Quit</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>• Fireworks acrostic poems</li> <li>• Pirate poem based on Mrs Pirate</li> <li>• Change Sings by Amanda Gorman</li> </ul>	<ul style="list-style-type: none"> <li>• Sea-side poetry - By the Sea Robert Louis Stevensen</li> <li>• Desk diddler – humorous poems</li> <li>• If I were in Charge – free verse</li> </ul>

# Writing Key Concepts



# Writing Progression Map – Composition

	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
1	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• Use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• Start to engage readers by using adjectives to describe.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional).</li> <li>• Write about real events.</li> <li>• Write simple poetry.</li> <li>• Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• Reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

# Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
<b>1</b>	<ul style="list-style-type: none"> <li>Use simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>Use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>Begin to form simple compound sentences.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Use the present tense and the past tense mostly correctly and consistently.</li> <li>Form sentences with different forms: statement, question, exclamation, command.</li> <li>Use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>Use co-ordination (or/and/but).</li> <li>Use some subordination (when/if/ that/because).</li> <li>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>

# Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
1	<ul style="list-style-type: none"> <li>• Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>• Use finger spaces.</li> <li>• Use full stops to end sentences.</li> <li>• Begin to use question marks and exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Use the full range of punctuation taught at key stage 1 mostly correctly including:               <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists;</li> <li>- apostrophes to mark singular possession and contractions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul>



# Writing Progression Map – Presenting Appropriately

**1**

- Sit correctly at a table, holding a pencil comfortably and correctly
- Use finger spaces between words
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

**2**

- Form lower-case letters of the correct size relative to one another
- 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 un-joined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.

# Writing Progression Map – Spelling

Coverage	Spelling Rules Year 1	Spelling Rules Year 2
<p><b>1</b></p> <ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week</li> <li>Name the letters of the alphabet</li> <li>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs, using the prefix un–, using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>Apply simple spelling rules and guidance</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<b>Double s,f,l,z,k</b>	<b>Adding suffix ly (no change)</b>
	<b>- nk</b>	<b>The j sound (not at end)</b>
	<b>Syllable division</b>	<b>Soft c</b>
	<b>- tch</b>	<b>ed, er, est suffix after words ending in e</b>
	<b>Plural 's' 'es'</b>	<b>ing suffix after words ending in e</b>
	<b>Split diagraph</b>	<b>ey spelling</b>
	<b>- ed suffix (no change)</b>	<b>igh sound spelt y</b>
	<b>-er, est suffix (no change)</b>	<b>ed, er, est suffix after short vowel + consonant</b>
	<b>- ing suffix (no change)</b>	<b>ing suffix after short vowel + consonant</b>
	<b>The /v/ sound at the end of words</b>	<b>le spelling</b>
	<b>/ee/ spelt 'y' at end of words</b>	<b>el, al, il ending</b>
	<b>Using k for the /k/ sound</b>	<b>es suffix after words ending in y</b>
	<b>-un prefix</b>	<b>ed, er, est suffix after words ending in y</b>
	<b>oi oy</b>	<b>ly suffix after words ending in y</b>
	<b>ai ay</b>	<b>ing suffix after words ending in y</b>
	<b>ar</b>	<b>Contractions</b>
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>Learning to spell common exception words,</li> <li>Learning to spell more words with contracted forms</li> <li>Learning the possessive apostrophe (singular)</li> <li>Distinguishing between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>Apply spelling rules and guidelines</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<b>ee ea</b>
<b>er, ir and ur</b>		<b>The suffixes ment, ness (inc. after y)</b>
<b>oo oa oe</b>		<b>or sound spelt a before l and ll</b>
<b>ou ow ue ew</b>		<b>The j sound (at end)</b>
<b>ie igh</b>		<b>kn, gn, wr</b>
<b>aw, au, or, ore</b>		<b>The /ɪ/ sound spelt o</b>
<b>air, are, ear (/ɛə/)</b>		<b>The /ə/ sound spelt a after qu and w</b>
<b>ear</b>		<b>The /ɜ:/ spelt or and /ɔ:/ spelt a after w</b>
<b>ph and wh</b>		<b>The /ʒ/sound spelt s</b>
<b>compound words</b>		<b>words ending in tion</b>

