

*Writing Overview*  
Caring Learning Growing

The national curriculum for RE aims to ensure that all pupils:

The programmes of study for writing at key stages 1 and 2 are:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions.

In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

**National Curriculum Knowledge**

**EYFS**

What do ELGs look like in this subject?  
When discussing ELGs (Early Learning Goals) in the context of writing, we're referring to the expectations for children's writing development by the end of the Early Years Foundation Stage (EYFS). Specifically, the "Writing ELG" outlines what children should be able to do.

**In reception** children should be able to write recognizable letters, with most of them being correctly formed. They should be able to spell words by identifying the sounds within them and representing those sounds with letters. Children should be able to write simple phrases and sentences that are readable by others.

In essence, the Writing ELG focuses on:

- Phonetic awareness: understanding the relationship between sounds and letters.
- Fine motor skills: being able to physically form letters.
- Early sentence structure: beginning to put words together to convey meaning.

It's important to remember that these goals are part of a broader framework that emphasizes holistic development.

**KS1**

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonetically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and

understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events	Harvest Festival Black History Month (October) Mental Health Day Show Racism the Red Card	Remembrance Day Anti-bullying Week Christingle	Children's mental health week Safer Internet Day	World Book Day Science Week	Diversity day GRT Month	Sports day

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Writing	Three Little Pigs	Little Red Hen	Handa's Surprise	Oliver's Vegetables	Billy Goats Gruff	Tiddler
Drawing Club	Gruffalo	Kitchen Disco	Rumble in the Jungle	Jaspers Beanstalk	Wonky Donkey	Stella and the Seagull
Poetry	Chop Chop Pointy Hat	A basket of apples Cup of Tea	Hungry Birdies Furry Furry Squirrel	Little Seed Stepping Stones	The Fox If I were so very small	A little shell Under a stone
Year 1	Funny Bones	Lila and the secret of the rain	Pets How to Wash a Woolly Mammoth	Tiger child- Wishing Tale	Isambard Kingdom Brunel	The Tiny Seed The Magic Box
Fiction	Recount of the story	First person narrative of a journey story		Narrative Letter writing		Diary Entry
Non Fiction	Recount of visit to the local area park		Non chronological report on Pets Instructional text		Factfile	
Poetry		Weather Shape poems				Magic Box
Year 2	Katie in London	Toby and the Great Fire of London	Meerkat Mail	Oliver Twist	The Great Kapok Tree	The Secret Garden

Fiction	Postcard/Letter	Newspaper article	Adventure story	Diary entry	Setting description	Fantasy Tale
Non Fiction	Tourism Fact file		Non-Chron Report- Meerkats	Wanted Poster	Letter to the Author	
Poetry		Acrostic Poems				Rhyming Poems

Progression of Skills and Knowledge			
	Reception	Year 1	Year 2
Grammar Autumn	<p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Express their ideas and feelings about their experiences</p>	<p>Words and sentences</p> <p>Capital letters and full stops</p> <p>Capital letters: names and 'I'</p> <p>Making up sentences</p> <p>Using 'and' to join words</p>	<p>Writing in sentences</p> <p>Sentence punctuation</p> <p>Joining words: 'and', 'but'</p> <p>Joining words: 'or'</p> <p>Verbs: past and present tense 1</p> <p>Verbs: past and present tense2</p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p>
Spring	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>Using 'and' to join sentences</p> <p>More capital letters</p> <p>Adding -s and -es</p> <p>Question marks</p> <p>Verb endings</p>	<p>Nouns and noun phrases</p> <p>Adjectives</p> <p>Adjectives with suffixes -ful, -less</p> <p>Adjectives with suffixes -er, -est</p> <p>Joining words: 'when', 'because'</p> <p>Joining words: 'if', 'that'</p> <p>Compound nouns</p> <p>Commas in lists</p> <p>Verbs with -ing: present tense</p> <p>Verbs with -ing: past tense</p>
Summer	<p>Use full sentences, including use of past, present and future tenses</p> <p>Make use of conjunctions, with modelling and</p>	<p>Exclamation marks</p> <p>Writing in sentences</p> <p>Linking sentences</p> <p>Describing words Adding un-</p>	<p>Adverbs</p> <p>Adverbs with suffix -ly</p> <p>Apostrophes in shortened forms</p> <p>Apostrophes for possession</p>

	support from their teacher		Nouns with suffixes –er, –ness, –ment Proper nouns Plural nouns and verbs Checking tense Longer noun phrases Writing with joining words
Grammatical Terminology from the NC (Appendix 2)	Using a capital letter and full stop.	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma
Transcription Handwriting	Use a comfortable grip with good control when holding pens and pencils  Begin to form recognisable letters independently.  Conduct fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.  Pre-writing patterns easy letters and words harder letters and words  by the end of the year, children should be able to recognise and form all the printed, lowercase letters of the alphabet	Sit correctly at a table, holding a pencil comfortably and correctly  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’ and to practise these correctly  write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols.	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 unjoined  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  Pre-cursive patterns and cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises  Developing fluency and speed
Planning Writing	Re-read what they have written to check that it	Say out loud what they are going to write about	plan or say out loud what they are going to write

	makes sense.	Compose a sentence orally before writing it	about
Transcription Phonics & Whole Word Spelling (see Spelling Progression for detailed breakdown)	<p>Start to develop phonic knowledge by linking sounds to letters,</p> <p>naming and sounding some of the letters of the alphabet,</p> <p>identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Begin to link sounds to some frequently used digraphs, e.g. sh, th, ee</p>	<p>Read words containing each of the 40+ phonemes taught common exception words the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Learn the Year 1 common exception words</p> <p>Use the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Write simple sentences dictated by the teacher incorporating the GPC’s and CEW taught so far</p>	<p>Segment multi-syllabic spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn to spell Year 2 common exception words distinguishing between homophones and near homophones</p> <p>Learn to spell KS1 common exception words</p> <p>Distinguish between homophones and near homophones Learn the possessive apostrophe (singular) Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Write simple sentences dictated by the teacher, incorporating the GPC’s, CEW and punctuation taught so far</p>
Drafting Writing	<p>Listen to the sound in word</p> <p>Pinch the sound in words before writing.</p>	<p>Sequence sentences to form short narratives</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Write down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p>
Editing Writing	<p>Discuss writing with the teacher, looking at letter formation, finger space, and full stop.</p>	<p>Discuss what they have written with the teacher or other pupils</p>	<p>Evaluate their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p>
performing writing		<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>