

Writing Progression Map


“There is something delicious about writing the first words of a story. You never know where they’ll take you.”

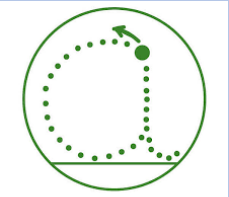
Beatrix Potter





Writing Curriculum Map




Objective To know how to hold a pencil effectively.
Enquiry How can we hold a pencil comfortably?

Substantive Knowledge (Content) <ul style="list-style-type: none">• How to hold a pencil – tripod grip• ‘Pinch and flip and holds it just like this’• We usually use the tripod grip because this helps us write more comfortably and effectively
Assessment Point <ul style="list-style-type: none">• Children can hold a pencil comfortably
EYFS coverage Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <i>Fine Motor Skills ELG</i>


Objective To know how to form letters correctly
Enquiry How do we form letters correctly?
 Letter formation
Substantive Knowledge (Content) <ul style="list-style-type: none">• Letter formation patter for each letter• Starting point and formation for each letter• We use this letter formation because it will help us write better when we are older and start joined-up writing• Almost all letters (except d and e) start at the top.
Assessment Point <ul style="list-style-type: none">• Children can form letters correctly
EYFS coverage Write recognisable letters, most of which are correctly formed <i>Writing ELG</i>

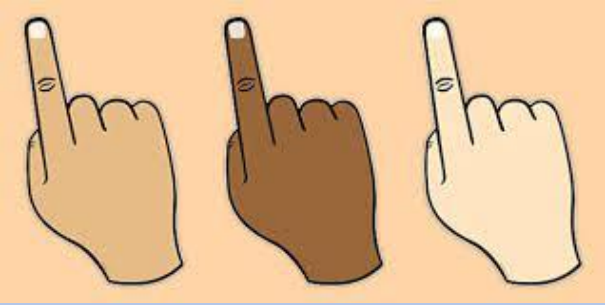
Objective To know how to write words and sentences
Enquiry How do we write words and sentences?

Substantive Knowledge (Content) <ul style="list-style-type: none">• How to write their name• How to hear the initial sound in words• How to hear medial and final sounds in words• How to hear dominant sounds in words• Words in sentences must be separated by finger spaces• Sentences must start with a capital letter• Sentences must end with a full stop, question mark or exclamation mark
Assessment Points <ul style="list-style-type: none">• Children can write words, captions and sentences using their phonic knowledge.• Children separate words with finger spaces.• Children begin to use capital letters and full stops in their sentences.
EYFS coverage <ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters• Write simple phrases and sentences that can be read by others <i>Writing ELG</i>

Objective To write for a range of purposes
Enquiry What do you want to write about?

Substantive Knowledge (Content) <ul style="list-style-type: none">• We can record our ideas by writing them down.• Writing helps us to remember things• Writing helps us to share our ideas with other people• We can write for lots of different purposes – signs, labels, captions, lists, menus, instructions, letters, cards, memos, stories, poems
Assessment Point <ul style="list-style-type: none">• Children write for a range of purposes


Objective To know how to write words
Enquiry What is in a word? 
Substantive Knowledge (Content) <ul style="list-style-type: none">How to sit correctly at a tableHow to hold a pencil comfortably and correctlyWhat the names of each letter of the alphabet areWhat sound each letter makesHow to form each lower-case letter of the alphabetHow to form letters of an appropriate sizeHow to form each capital letterWhich handwriting family a letter belongs toHow to combine letters to make wordsWhen to use a finger space
Prior Learning EYFS Children have learnt how to write their name and use the initial sounds for words. Children have learnt how letters are formed and how to use a comfortable pencil grip.
Future Learning Y1 Children will be using words and finger spaces to write sentences. Y2 Children will be writing about real events.

Skills	
Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tripod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say
Concepts	
Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly
Key vocabulary	
letter	A character that represents a sound
word	A collection of letters that makes sense
finger space	A gap between words
pencil grip	How to hold a pencil
posture	How to sit comfortably
handwriting	
letter formation	
line	
pencil	

Assessment points <ul style="list-style-type: none">Sit correctly at a tableHold a pencil comfortably and correctlyName the letters of the alphabetSay the sound each letter of the alphabet makesForm lower-case letters by starting and finishing in the right placeForm capital letters correctlyKnow which letters belong to handwriting familiesWrite words by joining lettersUse a finger space between each word/letter written
National Curriculum Coverage Handwriting <ul style="list-style-type: none">Sit correctly at a table, holding a pencil comfortably and correctlyBegin to form lower-case letters in the correct direction, starting and finishing in the right placeForm capital lettersForm digits 0-9Understand which letters belong to which handwriting ‘families’ Transcription <ul style="list-style-type: none">Naming the letters of the alphabet in orderUsing letter names to distinguish between alternative spellings of the same sound
Target Tracker statements <ul style="list-style-type: none">Sit correctly at a table, holding a pencil comfortably and correctlyForm most lower-case letters correctlyForm lower-case letters in the correct direction, starting and finishing in the right placeForm capital lettersForm digits 0-9Understand which letters belong to which handwriting 'families'
SEN/D minimum expectations Children to site correctly at a table and hold a pencil comfortably. With support, children can hold a pencil correctly and begin to form lower case letters in the correct direction.
High prior attainment and extension opportunities Children to know which family a letter belongs to and can explain why. Children also to consistently form letters correctly and of a consistent size.


Objective To know how to structure a sentence
Enquiry What do we need in a sentence? 
Substantive Knowledge (Content) <ul style="list-style-type: none">How to compose sentences orallyHow to use finger spacesWhere capital letters goWhere full stops goHow to spell using phonicsHow to spell common exception wordsHow to spell days of the week
Prior Learning EYFS Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences. Y1 Children have practised letter formation, including capital letters.
Future Learning Y1 Children will punctuate sentences in different ways. Y2 Children will apply spelling rules.

Skills	
Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say
Concepts	
Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly
Key vocabulary	
sentence	A collection of words that makes sense
full stop	A type of punctuation
capital letter	A type of punctuation
verb	A word to describe an action or state
noun	A person, place or thing
lower-case letter	
finger space	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	


Assessment points <ul style="list-style-type: none">Think about what you want to writeSay what you are going to writeUse a finger space between each wordPunctuate sentences using capital letters and full stopsSpell some words using the phonics already taughtSpell some common exception words (Y1)Spell the days of the week
National Curriculum Coverage Composition <ul style="list-style-type: none">Saying out loud what they are going to write aboutComposing a sentence orally before writing it Handwriting <ul style="list-style-type: none">begin to form lower-case letters in the correct direction, starting and finishing in the right placeform capital letters Transcription <ul style="list-style-type: none">Spell words containing each of the 40+ phonemes already taughtSpell common exception wordsSpell the days of the week Vocab, Grammar and Punctuation <ul style="list-style-type: none">Leaving spaces between wordsBeginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
Target Tracker statements <ul style="list-style-type: none">Write sentences by saying out loud what he/she is going to write about, after discussion with the teacherWrite down one of the sentences that he/she has rehearsedCompose and write sentences independently to convey ideasSegment spoken words into phonemes and represent them with graphemesSpell words containing each of the 40+ phonemes already taughtIdentify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemesSpell some common exception wordsSpell the days of the weekSeparate words with spacesUse capital letters and full stops to demarcate sentences in some of his/her writing
SEN/D minimum expectations Children to say out loud what they are going to write about. With support, children can leave a space in between each word they write.
High prior attainment and extension opportunities Children to write multiple sentences that consistently use capital letters and full stops correctly.


Objective

To know how to use suffixes

Enquiry

What is a suffix?



Substantive Knowledge (Content)

- How to compose sentences orally
- How to form a short narrative
- What a suffix is
- How to use a suffix
- What plural means
- How to use a suffix for plurals
- What a prefix is
- How to use a prefix

Prior Learning

EYFS

Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.

Y1

Children have been practising writing full sentences.

Future Learning

Y1

Children will be writing sentences using different punctuation.

Y2

Children will be using suffixes when writing in different tenses.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

root word	A word that a prefix or suffix can be added to
suffix	Something that can be added to the end of a word
prefix	Something that can be added to the beginning of a word
short narrative	A small story
plural	More than one of something
singular	One thing

Assessment points

- Think about what you want to write
- Say what you are going to write
- Sequence sentences to form short narratives
- Re-read what has been written
- Discuss with the teacher what had been written
- Use spelling rules for plurals
- Use the suffixes -ing/-ed/-er/-est with a root word
- Use the prefix un-

National Curriculum Coverage

Composition

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils

Transcription

- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- Using the prefix un–

Target Tracker statements

- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher
- Write down one of the sentences that he/she has rehearsed
- Compose and write sentences independently to convey ideas
- Write sentences, sequencing them to form short narratives (real or fictional)
- Write sentences by re-reading what he/she has written to check that it makes sense
- Discuss what he/she has written with the teacher or other pupils
- 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
- Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words
- Add prefixes and suffixes using the prefix un-


SEN/D minimum expectations

Children can say what they plan to write. With support, children can write a sentence that can be read by an adult.

High prior attainment and extension opportunities


Children to think of words that have a prefix and suffix and use them in a sentence.

Motcombe School



Flying high together

Objective
To know how to use punctuations and conjunctions

Enquiry
How many ways can we write a sentence?


Substantive Knowledge (Content)

- What a conjunction is
- How to use a conjunction
- What a question/exclamation mark is
- How to use a question/exclamation mark
- How to use a capital letter for a person’s name
- How to use a capital letter for the word ‘I’
- When to apply simple spelling rules

Prior Learning

EYFS
Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.

Y1
Children have been learning about full stops for punctuation.

Future Learning

Y1
Children will be writing short narratives for non-fiction based writing.

Y2
Children will be learning about different conjunctions they can use in sentences.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

conjunction	A word that can be used to extend sentences
and	A conjunction
question mark (?)	A type of punctuation
exclamation mark (!)	A type of punctuation
punctuation	A marking used for writing
places	
names	
dictate	

Assessment points

- Writing sentences dictated by the teacher
- Joining words and sentences by using the conjunction ‘and’
- Punctuate sentences with a question mark or exclamation mark
- Use a capital letter at the start of a person’s name
- Use a capital letter for the word ‘I’
- Apply simple spelling rules (Y1)

National Curriculum Coverage
Vocabulary, Grammar and Punctuation

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

Handwriting

- form capital letters

Transcription


- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- Apply simple spelling rules and guidance

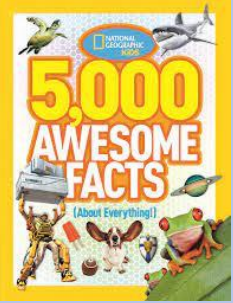
Target Tracker statements

- Understand how words can combine to make sentences
- Join words and clauses using and
- Separate words with spaces
- Use capital letters and full stops to demarcate sentences in some of his/her writing
- Begin to punctuate work using question marks and exclamation marks
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun I
- Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Apply simple spelling rules and guidance


SEN/D minimum expectations
Children can use a capital letter at the start of a person’s name. With support, children can use the conjunction ‘and’ in a sentence.

High prior attainment and extension opportunities
Children to sort sentences according to the punctuation needed.




Objective To know how to write for a purpose
Enquiry What do we need to write a fact book? 
Substantive Knowledge (Content) <ul style="list-style-type: none">How to compose a sentenceHow to form short narrativesWhen to apply simple spelling rulesHow to read loudly to an audience
Prior Learning EYFS Children have used non-fiction books to support their playing and learning so are familiar with non-fiction writing. Children have written for a range of purposes, including non-fiction. Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences. Y1 Children have been using different types of punctuation to end sentences.
Future Learning Y1 Children will be writing short narratives for fiction-based writing. Y2 Children will be writing about real events.

Skills	
Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say
Concepts	
Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly
Key vocabulary	
narrative	An account of an event or story
compose	Write or create something
sequence	Putting things in order
re-read	To read something again
audience	People to watch or listen to something
facts	
punctuation	
sentences	
capital letter	
full stop	

Assessment points <ul style="list-style-type: none">Compose sentences before writing themSequence sentences for form short narrativesRe-read what has been writtenDiscuss with the teacher what has been writtenRead aloud what has been written so that an audience can hearApply simple spelling rules (Y1)Write sentences from memorySpell some common exception words correctly
National Curriculum Coverage Composition <ul style="list-style-type: none">Saying out loud what they are going to write aboutComposing a sentence orally before writing itSequencing sentences to form short narrativesRe-reading what they have written to check that it makes senseDiscuss what they have written with the teacher or other pupilsRead aloud their writing clearly enough to be heard by their peers and the teacher Transcription <ul style="list-style-type: none">Apply simple spelling rules and guidanceWrite from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Target Tracker statements <ul style="list-style-type: none">Compose and write sentences independently to convey ideasWrite sentences, sequencing them to form short narratives (real or fictional)Write sentences by re-reading what he/she has written to check that it makes senseDiscuss what he/she has written with the teacher or other pupilsRead aloud his/her writing clearly enough to be heard by his/her peers and the teacherSpell some common exception wordsApply simple spelling rules and guidanceWrite from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
SEN/D minimum expectations Children can write a sentence independently. With support, children can read their work to another person.
High prior attainment and extension opportunities Children to write short narratives in a variety of formats such as a dairy, letter or factsheet.
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Objective
To know how to write with stamina

Enquiry
What happened long ago on a sunny day?


Substantive Knowledge (Content)

- How to use simple spelling rules
- How to write short narratives
- Why it is important to re-read what has been written
- How to read to an audience
- How to discuss what has been written

Prior Learning

EYFS
Children have read and been read a wide range of stories so are familiar with narrative writing. Some children have started to write their own stories, while others have written sentences about parts of stories. Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.

Y1
Children have been writing short narratives for non-fiction based writing.

Future Learning

Y2
Children will be writing their own stories and reading them aloud to an audience.

KS2
Children will draft and write by organising writing into paragraphs as a way of grouping related material.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

stamina	Doing something for a long time
fiction	Writing that uses the imagination
non-fiction	Writing that is based on facts
discuss	Talking about something
suffix	Something that can be added to the end of a word
re-read	
spelling rules	

Assessment points

- Use simple spelling rules
- Sequence sentences to form short narratives
- Re-read what has been written
- Read aloud what has been written so that an audience can hear
- Discuss what has been written

National Curriculum Coverage
Composition

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Handwriting

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters

Transcription


- Apply simple spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Target Tracker statements

- Form most lower-case letters correctly
- Form capital letters
- Compose and write sentences independently to convey ideas
- Write sentences, sequencing them to form short narratives (real or fictional)
- Write sentences by re-reading what he/she has written to check that it makes sense
- Discuss what he/she has written with the teacher or other pupils
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher
- Spell some common exception words
- Apply simple spelling rules and guidance

SEN/D minimum expectations
Children can write and punctuate at least three sentences. With support, children can write a short narrative that makes sense.

High prior attainment and extension opportunities
Children to write a story using spelling rules, suffixes and the correct use of punctuation.



Motcombe School


Flying high together

Objective

To know how to use commas and a variety of conjunctions

Enquiry

What is a comma?



Substantive Knowledge (Content)

- What a comma is
- When to use a comma
- What a conjunction is
- Why we use conjunctions
- How to use a conjunction
- Which conjunctions we can use
- Why some conjunctions are more suited to a sentence than others

Prior Learning

EYFS

Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.

Y1

Children have been writing simple phrases and sentences using the conjunction ‘and’.

Future Learning

Y2

Children will use commas when writing noun phrases.

KS2

Children will begin to use inverted commas to punctuate direct speech.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

comma	A type of punctuation
conjunction	A word that joins two sentences or things
and	A conjunction
but	A conjunction
because	A conjunction
or	A conjunction
so	A conjunction
that	A conjunction
when	A conjunction
if	A conjunction

Assessment points

- Identify commas in writing
- Explain when to use a comma
- Punctuate a sentence using a comma
- Identify conjunctions in writing
- Explain when and why we use a conjunctions
- Transcribe a sentence using a conjunction

National Curriculum Coverage

Transcription

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learning to spell common exception words

Composition

- Writing narratives about personal experiences and those of others
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Vocabulary, Grammar and Punctuation

- Learning how to use both familiar and new punctuation correctly
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Target Tracker statements

- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others
- Spell some common exception words
- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required
- Use commas to separate items in a list
- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses


SEN/D minimum expectations

Children to write a sentence using a conjunction. With support, children can begin to use commas in a list.

High prior attainment and extension opportunities


Children to write a short narrative using a variety of conjunctions and commas between adjectives.

Motcombe School



Objective
To know how to use apostrophes and the correct tense

Enquiry
When can we use apostrophes?



Substantive Knowledge (Content)

- What an apostrophe is
- When to use an apostrophe
- What a contraction is
- What is meant by ‘past tense’
- What is meant by ‘present tense’
- How some words in the past tense end
- What ‘stamina’ means
- Why stamina is important

Prior Learning

EYFS
Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences.

Y1
Children have been learning about the suffixes -ing and -ed.

Y2
Children have been using conjunction to extend sentences.

Future Learning

Y2
Children will be writing short narratives about real events.

KS2
Children will plan their writing by discussing and recording ideas within a given structure.

Skills	
Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say
Concepts	
Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly
Key vocabulary	
apostrophe	A type of punctuation
contraction	Two words shortened to one shorter word
past tense	Talking about things that happened
present tense	Talking about things that are happening
stamina	Doing something for a long time
where’s / there’s	Contraction of ‘is’
you’re / we’re	Contraction of ‘are’
I’ll / you’ll / they’ll	Contraction of ‘will’
didn’t / doesn’t	Contraction of ‘not’

Assessment points

- Identify apostrophes in sentences
- Spell words with possessive apostrophe
- Spell words with contractions
- Write sentences in the past/present tense using suffixes
- Write at length using stamina

National Curriculum Coverage

Transcription

- Spell by learning the possessive apostrophe (singular)
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Composition

- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Vocabulary, Grammar and Punctuation

- Learn how to use the present and past tenses correctly and consistently including the progressive form
- The grammar for year 2 in English Appendix 2
- Some features of written Standard English

Target Tracker statements

- Spell by learning the possessive apostrophe (singular) e.g. the girl's book
- Add suffixes to spell some longer words correctly
- Write from memory simple sentences dictated by the teacher
- Write for different purposes to develop positive attitudes and stamina
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense
- Use present and past tense mostly correctly and consistently
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting


SEN/D minimum expectations

Children to write in the past tense. With support, children can identify when tenses are correct or incorrect.

High prior attainment and extension opportunities

Children to use apostrophes consistently during a recount of a real event.

Motcombe School



Objective

To know how to write about real events

Enquiry

What happened to Ernest Shackleton?



Substantive Knowledge (Content)

- What is meant by real events
- How to write in the past tense
- How to write for different purposes
- What stamina is
- Why stamina is important for writing
- How to plan a long piece of writing

Prior Learning

EYFS

Children have written for a range of purposes. Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.

Y1

Children have been writing about real events.

Y2

Children have been learning about the use of different tenses.

Future Learning

Y2

Children will use their stamina to write longer pieces of writing.

KS2

Children will draft and write non-narrative material, using headings and sub-headings to organise texts.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

real event	Something that happened in the past
past tense	Expressing something that has happened
stamina	Doing something for a long time
verb	A word to describe an action or state
transcribe	Writing what you want to say

Assessment points

- **Identify** a real event
- **Plan** what you are going to write about
- **Transcribe** in the past tense
- **Use** stamina to write longer pieces of text
- **Write** for different purposes and in varying styles

National Curriculum Coverage

Transcription

- Learning to spell more words with contracted forms
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance

Composition

- Develop positive attitudes towards and stamina for writing by writing about real events
- Writing for different purposes
- Writing down ideas and/or key words, including new vocabulary

Vocabulary, Grammar and Punctuation

- Learn how to use sentences with different forms
- 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)

Target Tracker statements

- Spell some words with contracted forms
- Add suffixes to spell most longer words correctly
- Apply spelling rules and guidance, as listed in (English Appendix 1)
- Write about real events, recording these simply and clearly
- Write for different purposes to develop positive attitudes and stamina
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use present and past tense mostly correctly and consistently
- Use co-ordination and some subordination to join clauses
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting

SEN/D minimum expectations

Children to plan what they will write about a real event. With support, children can write a simple recount of a real event.

High prior attainment and extension opportunities

Children to write about real events in different ways using stamina and new vocabulary.




Objective

To know how to use noun phrases

Enquiry

Why did so many people want to sail on the Titanic?



Substantive Knowledge (Content)

- How to write for different purposes
- What expanded noun phrases are
- Which different sentence types can be used
- How to write in the past and present tense
- How to evaluate your own work

Prior Learning

EYFS

Children have written for a range of purposes. Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.

Y1

Children have been learning what nouns are.

Y2

Children have been using apostrophes and commas as a type of punctuation.

Future Learning

Y2

Children will be using noun phrases when writing poetry.

KS2

Children will form nouns using a range of prefixes e.g. super-, anti-, auto-.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

past tense	Talking about things that happened
present tense	Talking about things that are happening
noun	A person, place or thing
noun phrase	Extra detail about a person, place or thing
question	A sentence that requires an answer

Assessment points

- Identify extended noun phrases
- Explain what extended noun phrases are
- Plan what you are going to write
- Transcribe using different tenses
- Write with stamina to create longer pieces of text
- Evaluate your own writing with support from a teacher

National Curriculum Coverage

Transcription

- Learning to spell more words with contracted forms
- Learning the possessive apostrophe (singular)
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Composition

- Develop positive attitudes towards and stamina for writing by writing about real events
- Writing for different purposes
- Evaluating their writing with the teacher and other pupils

Vocabulary, Grammar and Punctuation

- Learn how to use sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
- The present and past tenses correctly and consistently including the progressive form

Target Tracker statements

- Spell most words with contracted forms
- Add suffixes to spell most longer words correctly
- Write about real events, recording these simply and clearly
- Write for different purposes to develop positive attitudes and stamina
- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use expanded noun phrases for description and specification
- Use present and past tense mostly correctly and consistently
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name


SEN/D minimum expectations

Children to give an example of a noun phrase. With support, children can write a sentence with a noun phrase.

High prior attainment and extension opportunities

Children to write short narratives that include commas as part of noun phrases.


Motcombe School



Flying high together

Objective
To know how to use question marks and exclamation marks

Enquiry
What punctuation can we use in poems?



Substantive Knowledge (Content)

- What different types of punctuation there are
- How to use different types of punctuation
- When to use different types of punctuation
- How punctuation can impact the reader

Prior Learning

EYFS
Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences.

Y1
Children have been learning about question marks.

Y2
Children have used stamina for longer pieces of writing.

Future Learning

Y2
Children will be editing their work, including the use of correct punctuation.

KS2
Children will proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

punctuation	A marking used for writing
exclamation mark	A type of punctuation
question mark	A type of punctuation
question	A sentence that requires an answer
Statement	Something that is said or stated

Assessment points

- Identify different types of punctuation
- Identify different types of sentences
- Explain when to use different types of punctuation
- Transcribe using different types of punctuation

National Curriculum Coverage
Transcription

- Learning the possessive apostrophe (singular)
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Composition

- Develop positive attitudes towards and stamina for writing by writing poetry
- Writing narratives about personal experiences and those of others
- Encapsulating what they want to say, sentence by sentence
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
- Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation


- Learning how to use both familiar and new punctuation correctly
- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify

Target Tracker statements


- Write poetry to develop positive attitudes and stamina for writing
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense
- Read aloud what he/she has written with appropriate intonation
- Use question marks and exclamation marks appropriately
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon

SEN/D minimum expectations
Children to identify when to use a question mark. With support, children can begin to use question marks and exclamation marks in their writing.

High prior attainment and extension opportunities
Children to write poems using different punctuation and read them aloud to an audience using intonation.



Objective
To know how to edit our work

Enquiry
How can we change or improve our writing?


Substantive Knowledge (Content)

- What editing is
- Why we edit work
- How we can edit our work
- How we can improve what we write

Prior Learning
EYFS
Children have written for a range of purposes. Children have learnt to use finger spaces to separate words in captions and sentences. Some children have begun to learn to use capital letters and full stops, question marks and exclamation marks in their sentences. Children have learnt to use their phonic knowledge to write sentences.
Y1
Children have been checking if they have used a capital letter and full stop in each sentence they write.
Y2
Children have been learning about other types of punctuation and when to use them.

Future Learning
KS2
Children will read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Skills

Fine Motor	Using fingers and the brain together for precise movements
Handwriting	Forming letters correctly
Pencil Grip	Holding a pencil, preferably with the tri-pod grip
Phoneme Grapheme Correspondence	Children to write the grapheme for the sound they hear
Planning	Thinking about what you will write
Posture	Sitting comfortably and correctly for writing
Punctuating	Using punctuation in sentences
Spelling	Writing words with the correct spelling
Stamina	Doing something for a long time
Transcribing	Writing what you want to say

Concepts

Composition	The structure of different types of text
Transcription	Write legibly and with increasingly accurate spelling
Planning	Different features of types of text and how to plan both orally and written.
Structure	Write cohesively within a range of texts
Vocabulary	Use a range of adventurous language
Grammar	Construct sentences which are grammatically correct
Punctuation	Use accurate and increasingly higher level punctuation including punctuation to create specific effect
Spelling	Different spelling strategies to improve their writing
Handwriting	Form letters correctly

Key vocabulary

edit	Changing how something looks
improve	Making something better
spelling mistake	A word that has not been written correctly
stamina	Doing something for a long time
proof reading	Reading your own work carefully to check for any mistakes

Assessment points

- Identify parts of writing that can be edited
- Edit writing to correct mistakes
- Plan how to improve our writing
- Edit writing to improve what we have written
- Apply spelling rules learnt
- Use stamina to write longer pieces of writing

National Curriculum Coverage
Transcription

- Apply spelling rules and guidance,
- Write from memory simple sentences dictated by the teacher

Composition

- Develop positive attitudes towards and stamina for writing by writing for different purposes
- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences

Vocabulary, Grammar and Punctuation

- The grammar for year 2 in English Appendix 2
- Some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Target Tracker statements

- Apply spelling rules and guidance, as listed in (English Appendix 1)
- Write for different purposes to develop positive attitudes and stamina for writing
- Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense
- Make simple additions, revisions and corrections to his/her own writing by proof-reading
- Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma

SEN/D minimum expectations
Children to identify what writing can be improved. With support, children can suggest ways to improve their writing.

High prior attainment and extension opportunities
Children to edit their own work and make suggestions on how others can improve theirs.

Motcombe School

