

Our Writing Curriculum



Chandag Infant School

EYFS

EYFS outcomes for ELG in writing

Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Handwriting – linking closely to physical development

Early Learning Goal : Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Uses simple tools to effect changes to materials.

- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

First hand experiences and pupil offer:

Children are encouraged to practice their writing skills in many ways in our EYFS provision. Activities are carefully planned and resources made readily available to that children can practise their manipulative skills, e.g. cooking, painting, clay and playing instruments. A range of small world toys and construction resources are used by the children as part of their choosing learning and this supports imaginative play, storytelling as well as important motor skills. Woodwork in our EYFS provision supports skills of how to use tools and materials effectively and safely and gives them opportunities to practise them. Children's fine and gross motor skills are monitored closely by skilled adults who will support as necessary through planning in the moment, provide a range of left-handed tools and apparatus as needed. Well stocked writing areas with a range of writing tools of different thickness and multisensory qualities are made readily available to the children which are encouraged to be used for both indoor and outdoor play. Word banks, sound cards and books are available to children to write about topics of their own choice and interests. Independent writing is proudly displayed in the classroom. Our EYFS provision has a dynamic, well-resourced role-play area with listening and writing equipment and children are actively encouraged to write signs and labels with a real purpose. Regular story time and pre planned 'core books' provide the 'hook' into learning on a frequent basis and children produce written outcomes through 'roll up writing', a strategy whereby children write when they feel ready and inspired to do so. This approach means that adults can keep track of who has written that week and support children who are less motivated to write through early interventions and precision teach in some cases. Children are supported in applying their daily learning in phonics into their own independent writing.

Year 1 Outcomes	Year 2 Outcomes
<p><u>Planning</u> I can plan by talking about ideas I can orally rehearse sentences before writing</p> <p><u>Drafting and writing</u> I can write sequences of linked sentences I can sequence my own sentences to form simple narratives</p> <p><u>Review and editing</u> I can re-read writing to check it makes sense I can read my own writing aloud clearly</p> <p><u>Handwriting</u> I am beginning to form lower-case letters, capital letters and digits 0-9 correctly I can understand which letters belong to which family - ascenders and descenders I can leave spaces between words I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p><u>Grammar, vocabulary and punctuation</u> I can use a capital letter in many words for people, places, days of the weeks and the personal pronoun 'I' I can use the conjunction 'and' to join words I can use the conjunction 'and' to join simple sentences I can demarcate many sentences using capital letters I can demarcate many sentences using full stops I can begin to use question marks I can begin to use exclamation marks</p> <p><u>Spelling</u> I can spell words containing the range of Y1 phonemes I can spell the days of the week I can spell many of the Y1 common exception words I can spell words ending in -ing, -ed, est and -er (where no change is needed to the root word) I can spell words using the prefix I can name the letters of the alphabet in order I can write from memory, dictated simple sentences using phonics and common exception words I can use letter names to distinguish between alternative spellings of the same sound. I can spell plural nouns by adding -s and -es</p>	<p><u>Planning</u> I can plan by talking about ideas and vocabulary I can record ideas I can orally rehearse sentences before writing</p> <p><u>Drafting and writing</u> I can write about personal experiences and those of others - fiction/non-fiction I can write about real events I can write simple poetry I can write for different purposes</p> <p><u>Review and editing</u> I can re-read my writing to check it makes sense I can evaluate my writing through discussion I can proof-read and edit my writing in relation to the Y2 grammar and spelling expectations I can read my own writing aloud clearly, with appropriate intonation</p> <p><u>Handwriting</u> I can form correctly sized and orientated lower-case letters, capital letters and digits I am beginning to join my handwriting I can use spacing between words that reflects the size of the letters</p> <p><u>Grammar, vocabulary and punctuation</u> I can use the noun phrases to describe and specify (e.g. the blue butterfly) I can use co-ordinating conjunctions to form compound sentences - or, and, but I can use subordinating conjunctions to add extra information - when, if, because, that, or I can write sentences with different forms: statement, question, exclamation, command I can use the present and past tense including the progressive form I can use some features of standard written English I can demarcate sentences consistently using full stops and capital letters I can use commas in lists I can demarcate sentences consistently using question marks and exclamation marks I can use apostrophes for contracted forms I can use apostrophes for singular possession</p> <p><u>Spelling</u> I can spell the Y2 common exception words and homophones I can spell words using some of the KS1 suffixes and rules for plurals. Ed, ing, er, est, ment, ness, ful, less, ly I can spell words containing the range of Y2 phonemes</p>

Year 1 coverage		Year 2 coverage				
<p>Genres: Fiction/Non-Fiction/Poetry</p> <p>Traditional tales/fairy tales Stories with predictable and patterned language Narratives from both familiar and fantasy worlds Character and setting descriptions Instructions Labels, lists and captions Letters- informal Dictionary work Invitations Diary – linked to science Recount of real life events Information texts with captions Instructions- linked to Computing</p>		<p>Genres: Fiction/Non-Fiction/Poetry</p> <p>Innovation of traditional tales Different stories by the same author Character settings and descriptions Extended stories from significant authors Stories and tales from different cultures Non-chronological reports Recounts – real life and fictional Formal letters Explanation Informative posters Diary writing – real and fictional Instructions Reports</p>				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<p>EYFS Rhymes of the term see EYFS plan.</p> <p>Handa's Surprise So Much The Little Red Hen</p> <p>CVC words, retell orally and sequence.</p>	<p>The Gingerbread Man Farmer Duck What the Ladybird Heard Owl babies</p> <p>Shopping lists</p>	<p>We're Going On A Bear Hunt Whatever Next Goldilocks and The 3 Bears</p> <p>Writing labels</p>	<p>The 3 Little Pigs The Day the Crayons Quit. The Day the Crayons Came Back</p> <p>Simple letter features</p>	<p>Jack and The Beanstalk The 3 Billy Goats Gruff Naughty Bus Hundred Decker Bus Someone Swallowed Stanley - Earth Day Text</p> <p>Make a class book – innovate own characters.</p>	<p>The Enormous Turnip Not Now Bernard Oliver's Vegetables/Oliver's Fruit Salad</p> <p>Innovate, retell and write simple narrative.</p>	
<p>Year 1</p> <p>All about me- writing short character descriptions about ourselves. Recount real life events. Supertato – Short narrative retell and sequencing. Supertato – Veggies to the rescue WMAT – Moderation writing task 'catch it' 2019.</p>	<p>Owl babies-Building on EYFS Write a narrative with character and setting description. Leaf Man- Retell with patterned language. Christmas poetry – poems on a theme Mog's Christmas Calamity- letters and lists</p>	<p>Blue Planet clips – David Attenborough – Information texts Lost and Found – Narratives from both familiar and fantasy worlds Uwungelema- stories with predictable and patterned language</p>	<p>Innovating traditional tales –Jolly Postman's letters – children choose their favourite to inspire their own innovation. Instructions for a well, known - linked to a fairy-tale character. Performance poetry -</p>	<p>Information books – trees and leaves and butterflies. Information texts. Book of Butterflies – diary writing</p>	<p>Bubbles Literacy shed – Setting description Information texts- The Seaside then and Now with Dictionary definitions Trip recount- Weston Super mare. Seaside poems - Poems using the senses.</p>	
<p>Year 2</p> <p>Charlie and the chocolate factory - Extended stories from significant authors. Character settings and description. Visit the chocolate hotel Visit Keynsham leaflets- Non-chronological reports Chocolate cake Michael Rosen –Significant poets Instructions – making a cereal bar WMAT – Moderation writing task 'catch it' 2019.</p>	<p>Bob Man on the Moon- Recounts – real life and fictional x2 Informative posters Solar system information Beegu landing fictional newspaper Reports Real life moon landings e.g. Neil Armstrong ng Poems with a theme Ten things found in a wizard's pocket – 10 things found in an astronauts pocket.</p>	<p>Dear Greenpeace Formal letters of complaint. Sailing to Galapagos – recount of journey. Letters to S.D Attenborough Once in a lifetime – Literacy shed - Lava – Pixar short film Character settings and descriptions. Short narrative.</p>	<p>The Egg Box Dragon, Great Fire of London Diary writing How to become a knight Explanation Instructions –first-hand experience making hot cross buns. How to catch a dragon Pie Corbett. A range of dragon tales e.g. George and the dragon - Innovation of traditional tales. Bear hunt – Dragon hunt by Michael Rosen.</p>	<p>Where the wild things are – narrative extended stories. Don't look in this book Poems based on a theme – Jumangi - Character settings and descriptions The Tin Forest – Informal letters.</p>	<p>Tidalick an aboriginal story- Extended stories from significant authors Different stories by the same author Dr Seuss, The Lorax, and Cat in the Hat, Green eggs and ham. Oh the Places you will go.</p>	

Chandag Infant School Writing Curriculum

Intent: Our intent for writing at Chandag Infant School is that all children will view themselves as confident and able writers who see the value and find pleasure in the writing process. All our staff work in partnership with each other and most importantly the children to advance pupil outcomes in writing, engaging our learners with the creative writing process, whilst securing deep learning in the core writing skills of transcription, grammar, vocabulary, punctuation and composition. We ensure through early identification of needs that 'no child is left behind' and that all children know that 'we are all writing together'. The early development of oracy, reading and physical development play an integral role in a child's journey to writing at our school and no child will be rushed in their journey to becoming a writer. By the time children leave Chandag Infant school they will have experienced writing across a wide range of real life and creative genres all of which have purpose within the child's life experience. They will have a strong understanding of how writing is used in the world around them and see themselves as authors, illustrators and directors of their own destiny. Writing in all its forms touches all aspects of our lives and at Chandag Infants we truly believe and make it explicit that every child is a writer, and this is mirrored in our consistent and engaging whole school approach.

Implement: Our curriculum is organised in a progressive way, ensuring coverage of the statutory outcomes outlined in the KS1 English Programme of Study – National Curriculum 2014. Through secure subject knowledge, teachers support and challenge pupils in learning new skills during discrete, frequent handwriting, spelling, punctuation and grammar sessions, whilst providing opportunities for meaningful application of writing as a skill to applied across the curriculum. To ensure deep learning and progression, we customise a range of schemes to support teaching and learning in this area. These include Alan Pete sentences, Ros Wilson's VCOP, Read Write Inc. Phonics, Spelling Shed and Pen Pals handwriting. Alongside the progressive skills outlined in these schemes, runs our bespoke Visual Literacy curriculum which is tailor made not only to our setting but to each class and individual pupils. We are proud of the way that our reading and writing curriculum weave together to make an engaging a rich platform for learning in English as a whole. Each new writing journey starts with a picture book, image, video clip or artefact and most importantly a shared sense of anticipation, 'awe and wonder' from adults and children. This initial stimulus is carefully chosen by teachers based on children's interests and current affairs, therefore the children are hooked into the writing process because they have ownership.

Especially in the early stages but also throughout the writing process, oracy is used as a foundation and vocabulary is celebrated through the VIPERS approach. Helicopter stories are used to promote oracy and verbal story telling in the Early Years but also for pupils who benefit from this style of learning in KS1 e.g. children identified as having low levels of confidence or developing their speech and language. Each Visual Literacy sequence follows a similar structure which is made explicit to the children who know what is expected and when. Short burst writing lessons are pacy and engaging with lots of opportunity for careful teacher modelling through challenging WAGOLLS which are often pitched at the highest possible outcomes, discussion, peer and self-reflection. In addition to this, 'chunky writing' sessions allow for children to showcase their skills in an extended 'big write' which is then celebrated with a purposeful event, this could be making a class book, sharing writing with older/younger children, making a documentary or news broadcast etc. In EYFS 'roll up writing' is used as an effective strategy to engage all children with the writing process, ensuring that writing is initiated by the child and made temping by the endless range of topics available to write about.

Genres are changed more frequently following the 3,2,1 rule as a rough guide but genres are revisited and applied across the curriculum to allow for deep learning and independent application of skills. A typical term will follow the sequence of 3 weeks fiction, 2 weeks non-fiction and 1 week poetry, woven into this will be discrete skills based lessons and cross curricular writing opportunities. Although the planning of Visual Literacy is flexible to the children in each class, we ensure coverage of genres and authors through our curriculum mapping tool which is updated each term. This allows for teachers and curriculum leaders to track the genres and core books/hooks covered over the year, avoiding duplicates across children's learning journey at our school.

Impact: We measure outcomes through both formative and summative assessments. Through devising desired knowledge, skills and vocabulary in long term and weekly planning, teachers can confidently use formative assessments, to which inform quality teaching and learning. Annotations on planning, videos, short burst writing and quality extended writing in children's books are used to evidence and assess impact. Verbal and written feedback ensure that children are supported and stretched in order to make progress. We have 3 teacher assessment dates over the year, whereby a judgment is made against the intended outcomes for the end of each year group for each child; this is shared with the curriculum leader and SLT, providing important dialogue, regarding which pupils are working above, at or below age related expectations. This information informs interventions and pupil progress meetings, ensuring that all children are supported in making accelerated progress in writing. All teaching staff take an active role in purposeful moderation of writing on a school, trust and local authority level. This process will be further strengthened this year with comparative judgment technology.

Handwriting at Chandag Infant School

Intent

Handwriting is a taught skill that develops at different rates for different children. All teachers in our school have high expectations for handwriting across the curriculum. Our school uses *Penpals for Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- Handwriting is celebrated across the school and is known to be just as important as other English strands.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting, with emphasis on fine and gross motor skills in the Early Years
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise skills.
- When ready, children learn to self-assess their own writing and develop understanding and responsibility for improving it.

Progression of skills

Through the *Penpals* scheme and additional learning experiences we ensure that there is a clear development of handwriting skills throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities, fine and gross motor skill development.
- Correct letter formation is then taught, practised, applied and consolidated.
- Joining is introduced only after correct letter formation is used automatically.
- Joins are introduced systematically and cumulatively at the end of Year1 and throughout Year 2.

We ensure that our children are supported in succeeding towards the requirements and recommendations of the National Curriculum. We share the aspiration that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'. Each child will develop their handwriting style their own pace and we ensure that gaps in learning or barriers to learning are identified; and interventions are made by the class teacher in the first instance with support from our SENCO if required.

Implement

Handwriting is taught in discrete sessions which last no more than 15 mins to support the 'little and often' approach. Each week, the equivalent of 1 hour of handwriting is taught in KS1 and timetabling of this is arranged by each class teacher; in order to adapt to individual classes and pupils within those classes. Each class teacher uses the handwriting diagnostic tool to teach specific skills to children with gaps and challenge children who are exceeding.

Throughout their time in our school, our children will learn through a range of experiences and teaching methods.

- Accurate and consistent adult modelling in teaching and marking feedback.
- A range of multisensory experiences, particularly through planning in the moment in EYFS provision.

- A wide range of tools and media for mark-making.
- Use of the interactive whiteboard.
- Pupils take responsibility for producing displays such as posters, captions, displays and artwork.
- Sharp pencils for writing until a pen licence is awarded at the end of Year 2.
- A sloped surface for identified pupils.
- Letter formation help cards and mats readily available.

When developmentally ready, children are provided with lined paper in order to support them in learning about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases. Each class will devise their own handwriting checklist and presentation promise at the start of each school year, which are revisited at regular intervals to ensure high standards and expectations of handwriting across the curriculum. Each year group discusses presentation expectations to ensure consistency across year groups.

Interventions

A handwriting diagnostic is carried out in KS1 at the start of term 1 and interventions are decided based on children's gaps, these are delivered early in the school year and the impact on pupil progress is measured. These interventions happen daily for a measured period of time. Any children who are not making expected progress, despite intervention will be raised with the SENDCO for further exploration of barriers to learning.

The research says...

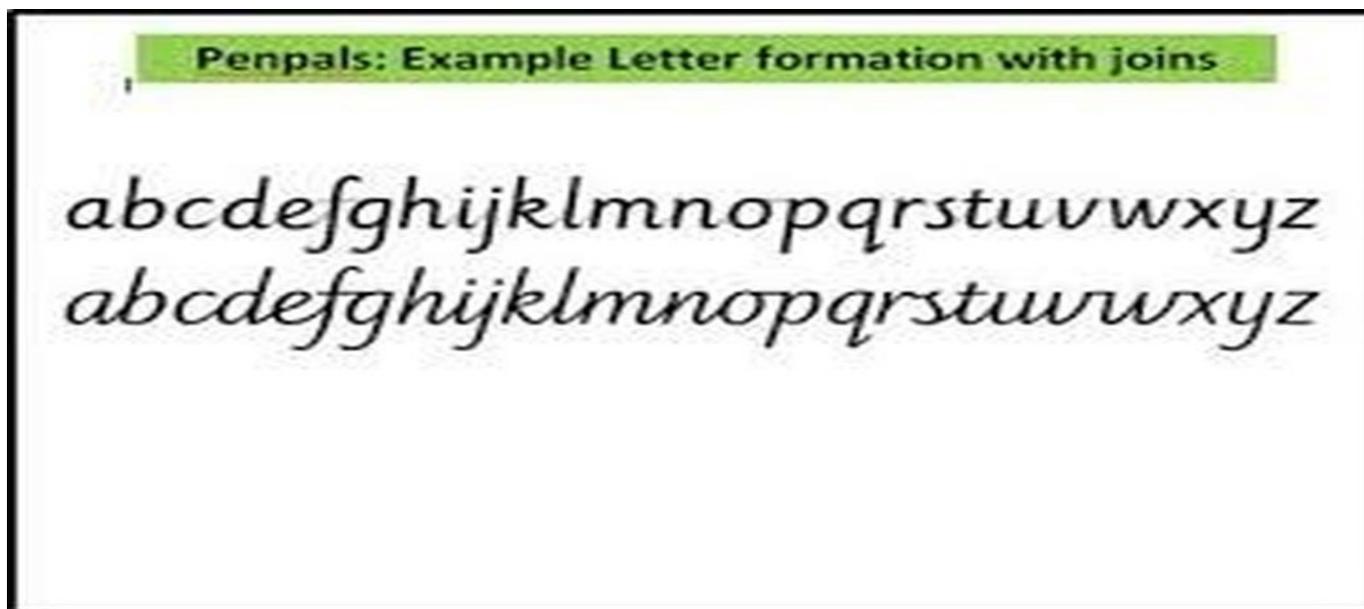
- Short, frequent sessions of practice are more effective than longer, less frequent sessions (15 minutes a day is good to aim for).
- About 20 sessions are needed in order to see results.
- Fewer than 2 sessions per week was ineffective.
- To improve handwriting, you need to practice handwriting itself (rather than other skills such as in-hand manipulation or improving the sense of touch or hand movement).
- Multi-sensory approaches (making letters out of different materials, drawing in sand trays, etc) seem to work better for younger children, but are not as effective with older children. Handwriting – Letter Formation 02/2016
- Visual cues (such as direction arrows on the letters) gave good results.
- Tracing was not effective in improving handwriting.
- Legibility and letter formation need to be worked on before speed, and separately from speed, otherwise legibility will deteriorate.

(Hoy, M. M. P., Egan, M. Y., & Feder, K. P. (2011). A systematic review of interventions to improve handwriting. *Canadian Journal of Occupational Therapy*, 78, 13-25.)

Pen pals scheme for letter formation and joining.

Our interventions are based on the - NHS Warwickshire Occupational Therapy: Children, Young People & Families Department guidance.

https://www.swft.nhs.uk/application/files/5514/6158/0964/5_handwriting_letter_formation.pdf



Impact

At the start of the school year KS1 classes carry out a benchmark assessment to get to know learners handwriting styles and habits. Each child is closely monitored during this process and a diagnostic is completed for the class, which is then shared with the English Curriculum Leader and Senior Leadership Team. From this information, children are provided with focused teaching and learning or interventions as mentioned above. Individual progress is tracked and children's work is sampled by the class teacher, in partnership with the Curriculum Leader. The handwriting diagnostic takes place 3 times a year and will highlight pupil progress in this area and will allow for quality interventions to ensure that children are supported in reaching their potential in end of year outcomes.



Spelling at Chandag Infant School

Term 1 Orange Words Common exception words	Term 2 Raspberry words Common exception words	Term 3 Avocado words Common exception words
Term 4 Application Topic words Personalised spellings	Term 5 Application Topic words Personalised spellings	Term 6 Application Topic words Personalised spellings

Intent

We understand that when you become confident and skilled in spelling you develop into a more confident writer. By learning spellings in a planned and systematic way we support our children in communicating their ideas quickly and fluently, showing independence in spelling strategies when attempting to write adventurous and unfamiliar vocabulary. The correct spelling of common exception words is an important part of making progress in writing and although spelling the words in isolation is a good starting point, we support children in applying these spellings correctly when writing independently or at length. Using a systematic approach to phonics, we support children in applying their knowledge of phonemes and hearing sounds when writing the written grapheme. We aim to instil self-assessment skills so that children can look at a word that they have spelt and think to themselves, does it look correct? If not, investigating different ways of spelling using homophones and spelling patterns and rules. By the time children leave our school they will have experienced deep learning within age appropriate spelling rules and patterns, exceptions to the rule and will be able to problem solve when expressing their ideas in an evolving world of vocabulary. Our aim is for every child to aim high and attempt challenging words in their writing and never to go for a lesser word because they 'didn't know how to spell it'.

Implement

To ensure deep learning of common exception words in each year group, the list of spellings are split into three groups and given a colour e.g. term 1 orange words. Each year group will follow the same colour and expectations but the words will reflect the national curriculum expectations for that year group. Each child will be given two book marks with the words for that term, one to keep in their writing book and one to take home. These spelling lists will also be available on the Spelling Shed App to support motivation and application of spelling at home. The expectation being that each child can spell these words by the end of the term and apply them in their independent writing. Children will be working towards a 'Spelling Bee' on the last day of each term, where they will have the opportunity to spell all of the common exception words they have been learning all in one go. This will be fun experience, a celebration of all their

hard work and will provide a motivation for learning spellings on a regular basis. In order to motivate pupils we take on an investigative approach to spellings using the Spelling Shed programme, uncovering word shapes, patterns, rules and exceptions to those rules. We will be learning these skills as part of our English lesson, phonics sessions and across the curriculum. These spellings are made available to parents via the Spelling Shed App once completed in class so that learning can be reinforced at home. Year 2 will learn new spellings on a weekly basis as part of a discrete spelling session and Year 1 will learn a new spelling rule on a two weekly cycle, in addition to their daily phonics session. Parents are invited to a phonics and spelling workshop in term 1 so that they understand our approach and can support their child's development in this area at home. The classroom environment is used to support children's independence, with a range of resources readily available. Children can access common exception words; sound mats and #think it and fly sheets which encourage children to try a difficult spelling three times before asking for adult support. This works as an effective assessment tool for the teacher who can address misconceptions and support the child's next steps. Each classroom has a colour codes word wall that evolves over the year, children are actively encouraged to use this as a learning resource. Using purple polishing pens for editing, children are encouraged to check their own work and in particular correct the common exception words which provide the focus that term e.g. 'Please go check your orange words'. When providing feedback, adults indicate spellings that need to be checked or provide children with opportunities to practice words that are commonly misspelt. Spelling Shed is used to communicate with parents and teachers create personalised spelling lists for children that are making frequent errors or who need additional challenge.

Impact

All children are asked to spell coloured common exception words independently at the start of the term as a baseline. After this, teachers and the English Subject Leader analyse this information and use it as a teaching point. At the end of the term all children take part in a 'Spelling Bee' and progress in number of spellings correct is measured. When marking extended writing at the end of term, teacher can see if spellings are applied but also throughout the term indicated the incorrect spelling of these words to the child as these spellings are 'non-negotiable' and the child needs time to correct or the teacher models the correct spelling. From term 4 onwards, the expectation is that children can apply these spellings when writing independently and assessments will take the form of a dictation style activity where children will be applying their spelling of common exception words in a different context.

Sentence composition at Chandag Infant School



Intent

Our children will be exposed to and will explore a variety of sentence structures and use this this learning when composing their own writing. Children will learn a progression of skills in line with the expectations of the National Curriculum 2014, when applying punctuation and grammar within their independent writing. Confidence and fluency within these skills will result in children producing writing outcomes that they are able to confidently share with an audience, becoming the authors of work that is accurate and meets or exceeds age related expectations. Children's deep learning within these skills results in accurate and independent self -assessment, editing and improvements by the time they reach the end of Year 2. During their time at our school, children will be confident in a wide repertoire of sentence structures. By becoming more skilled in this area of the curriculum our children will be inspired by the writing process and write for pleasure and enjoyment, taking on the role of an author, poet and find pleasure in writing for an audience.

Implement

All children will experience learning which is challenging and aspirational through the use of personalised WAGOLLS (What a good one looks like), written by class teachers or with the class through shared writing. Teachers carefully plan the careful modelling of sentence composition into their weekly plans and adapt practice based on children's misconceptions and next steps. Symbols are effectively used to indicate the key components of writing 'Every time I write' and children can communicate their own next steps and successes within a piece of writing, sometimes with the support of a peer or an adult. Our younger children in EYFS are aware of these and use the language of 'next steps' to know how to improve their work next time. When modelling writing or providing feedback, we draw upon the work of 'Ros Wilson' and use the VCOP superheroes to demonstrate successful sentence composition, using colour coding to support all children in accessing the learning. Building on advice and training from our Speech and Language Specialist, we use colourful semantics to support children in composing simple and accurate sentences. This is used as an effective strategy for most children in our EYFS provision and then used as an intervention strategy for groups or individuals in KS1. Oracy is a fundamental skill that we use in our school as a predecessor to successful writing, we use a range of rich speaking and listening tasks before asking our children to write an extended piece. The writing sequence is carefully planned by teachers who include activities such as hot seating, role play and helicopter stories, before moving on to the writing itself. Woven within this writing sequence are discrete skills based lessons that will focus on particular skills that will support children in their later extended writing, e.g. using adjectives before a noun, capital letters or conjunctions using the VCOP superheroes.

When exploring a range of sentence types, Year 2 explore the impact of varied sentence structures through the 'exciting sentences' technique inspired Alan Pete or through shared or personal reading across a range of genres and authors. These sentences are used to challenge pupils who are secure in VCOP skills in Year 1. In addition to this, yellow box feedback is used in Year 2 and for some pupils in Year 1, when a child is challenged to up level or check their sentence composition. Children are signposted to a sentence they need to improve and after responding to feedback, re-write the sentence and practise their skills to make progress within that piece of writing. The classroom environment and working walls support the learning in this area of writing, WAGOLLS are shared, vocabulary is clearly accessible and children can access VCOP help mats to support their independent writing. Children are actively encouraged to use the 'think it, say it, write it' strategy and are able to use a range of resources to support this, including recordable whiteboards, partner talk, book creator app and lines per word drawn by a partner or adult.

<u>Progression of sentence types.</u>	<u>Year group</u>
<p align="center"><u>Sentence type and example</u></p>	
<p>Tell me more sentence - Add an adjective before the noun</p> <p><u>He was a grumpy wolf with a hungry tummy.</u></p>	<p><u>EYFS if ready</u> <u>YR1</u> <u>YR2</u></p>
<p>2A sentence extended to a 4A sentence Adjectives can be separated by a comma.</p> <p><u>Red riding hood was a kind, helpful girl.</u></p> <p><u>Red riding hood was a kind, helpful girl but the grumpy, greedy wolf was not.</u></p>	<p><u>EYFS if ready</u> <u>YR1</u> <u>YR2</u></p>
<p>B.O.B.S sentence The first part ends with a comma, and the second part starts with but / or / because / so.</p> <p><u>Little red riding hood was on her way to grandma's house, but she didn't know that the wolf was too.</u></p>	<p><u>EYFS if ready</u> <u>YR1</u> <u>YR2</u></p>
<p>Simile sentence Comparing one thing with another thing using 'as a , like a'</p> <p><u>The wolf opened his mighty jaws like a great white shark.</u></p>	<p><u>YR1</u> <u>YR2</u></p>
<p>List sentence 3 or 4 adjectives before the noun, separated by commas.</p> <p><u>It was a cold, drizzly, misty, winter morning and the sun was hiding behind the clouds.</u></p>	<p><u>YR1</u> <u>YR2</u></p>
<p><u>What, how sentence</u>, short exclamation sentence with an adjective.</p> <p><u>How terrible!</u> The wolf had changed into Grandma's clothes and was sitting in her cosy bed. <u>What a hero!</u> A tall, bearded man ran to Red Riding Hood's rescue.</p>	<p><u>YR2</u></p>

<p>3__ed, sentences</p> <p><u>Frightened, terrified, exhausted, Red Riding Hood ran through the dark woods.</u></p>	<p>YR2</p>
<p>Double ly ending sentences end with two adverbs, after a verb.</p> <p><u>The wolf crept slowly and cautiously on his way to Grandma's house.</u></p>	<p>YR2</p>
<p>Verb, person sentence, these sentences start with a verb, followed by a comma, and then the name of a person along with the rest of the sentence. Fronted adverbial sentence.</p> <p><u>Trembling, she looked the wolf straight in the eye and pretended that she wasn't scared.</u></p>	<p>YR2</p>
<p>Emotion word, (comma) sentences begin with a feeling word followed by a comma .</p> <p><u>Terrified, she froze instantly on the spot where she stood.</u></p>	<p>YR2</p>
<p>Last word, first word, this is made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with.</p> <p><u>Letting the wolf have his own way would be disastrous. Disastrous because Grandma would be gobbled up in one big bite.</u></p>	<p>YR2</p>
<p>3 Ad—(dash) question? sentences begin with adjectives. After the 3rd adjective there is a dash and then a question relating to the adjectives.</p> <p><u>Greedy, selfish, rude – did the wolf deserve a second chance?</u></p>	<p>YR2 challenge</p>

E Y F S	<p>I can describe size, shape and colour using adjectives verbally.</p> <p>I can describe feelings using my growing vocabulary.</p>	<p>I am starting to use an 'and' in my writing to add detail.</p> <p>I can verbally use because to add more detail.</p>	<p>I can use repetitive and simple openers.</p> <p>I can use an opener modelled by the teacher.</p>	<p>Beginning to use full stops</p> <p>Beginning to use capital Letters</p> <p>Can use a capital letter for own name</p>
Y R 1	<p>I can describe some nouns using a developing bank of adjectives in my writing.</p> <p>I can write about a characters appearance and feelings using simple adjectives.</p>	<p>I can use the conjunction 'and' to join words and simple sentences.</p> <p>I am starting to use more of a range of conjunctions when I speak about my ideas and am starting to write them down. 'because, so that, 'but'.</p>	<p>I can use time openers to sequence my writing e.g. First, next, after that.</p> <p>I can use story language when writing a narrative e.g. Once upon a time, A long time ago.</p>	<p>I can use a capital letter in many words for people, places, days of the weeks and the personal pronoun 'I'</p> <p>I can demarcate many sentences using capital letters</p> <p>I can demarcate many sentences using full stops</p> <p>I can begin to use question marks</p> <p>I can begin to use exclamation marks</p>
Y R 2	<p>I can use the noun phrases and expanded noun phrases to describe and specify (e.g. the blue butterfly)</p> <p>I can use the present and past tense including the progressive form.</p> <p>I can use sentence structures to use adjectives, verbs and adverbs in a range of locations within a sentence.</p>	<p>I can use co-ordinating conjunctions to form compound sentences - or, and, but</p> <p>I can use subordinating conjunctions to add extra information - when, if, because, that, or</p>	<p>I can vary my sentence openers.</p> <p>I can use a range of time openers and more complex time openers accurately e.g. 'meanwhile'.</p> <p>I can use adverbs, adjectives and prepositions to open sentences to make interest for the reader.</p>	<p>I can write sentences with different forms: statement, question, exclamation, command.</p> <p>I can demarcate sentences consistently using full stops and capital letters</p> <p>I can use commas in lists</p> <p>I can demarcate sentences consistently using question marks and exclamation marks</p> <p>I can use apostrophes for contracted forms</p> <p>I can use apostrophes for singular possession</p> <p>I can proof-read and edit my writing in relation to the Y2 grammar and spelling expectations</p>
<p>Vocabulary</p> <p>The range of vocabulary the child has and can use independently to make their writing more interesting, including ambitious vocabulary.</p>		<p>Conjunctions</p> <p>The use of a wide range of connectives including conjunctions, connecting adverbs and prepositions to extend a vary sentences.</p>		<p>Openers</p> <p>The range of ways a child has for opening sentences, including the use of different exciting sentence types. E.g. Verb, person sentences.</p>
<p>Punctuation</p> <p>The range of punctuation the child uses for accuracy, including punctuation for effect as they become more confident.</p>				

