

The Creative Mind

Literacy map



Writing

1. Transcription
2. Handwriting
3. Composition
4. Spelling, Vocabulary, Grammar and Punctuation

Rationale

At Plaistow Hill we believe that Infant and Nursery School we believe that children need to be exposed to a language rich, innovative curriculum which allows children the opportunities to speak, listen, read and write for a range of purposes so using language to learn and communicate ideas, views and feelings. Our literacy curriculum enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. We believe that through literacy children can begin to express themselves creatively, imaginatively and factually.

Age Group	Progression	How do we deliver this at Plaistow Hill?
EYFS NURSERY & RECEPTION	Area of Knowledge: Writing Birth to three Enjoy drawing freely. <ul style="list-style-type: none">• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."• Make marks on their picture to stand for their name.	Nursery In Nursery, children begin to explore making marks in a variety of different ways. Where possible the opportunities to explore making marks link to the theme. There are regular

3-4 years

-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

- Write some or all of their name.

***Reception**

- Form lower-case and capital letters correctly

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop

Re-read what they have written to check that it makes sense.

(Early Learning Goal)

-Write recognisable letters, most of which are correctly formed.

- 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.

opportunities throughout the day when children have the opportunity to explore a range of equipment to make marks. Nursery children also take part in a weekly Write dance session to practise their fine and gross motor control. Through a range of fine motor activities children in the nursery take part in funky fingers activities; these activities include opportunities for threading and using pinchers and other specific equipment in order to develop fine motor control. Children record all mark making activities in their mark making books.

Reception

When children begin Reception, we begin to teach individual graphemes, During daily Read Write Inc phonics sessions children have the opportunity to learn letter sounds as well as to practise letter formation. In readiness for writing words. Through a range of continuous provision activities children are provided with plentiful opportunities to practise mark making and exploring early writing skills. Links with home learning are very important and as a result as part of an induction pack which is given to parents' phonics grid is included to allow children to have the opportunity to practice accurate letter formation at home. Through a multi-sensory approach children are encourage to write in a variety of different ways, for example using brushes to write their name using paint on to windows or to use play dough as part of dough gym to practice making letters in different ways. As part of the continuous provision a writing area is permanently available where children can access a variety of different writing materials. Children in Foundation stage receive whole class sessions in Talk for Writing, where they have the opportunity to learn stories, orally retell stories and begin to create their own stories using familiar storytelling language to support. Writing

		<p>is celebrated in each classroom as part of the learning wall and Talk for writing displays.</p>
<p>YEAR 1</p>	<p>Transcription Pupils should be taught to: ☐ *spell: ☐ words containing each of the 40+ phonemes already taught ☐ *common exception words ☐ * the days of the week *name the letters of the alphabet: ☐ *naming the letters of the alphabet in order ☐ *using letter names to distinguish between alternative spellings of the same sound ☐ *add prefixes and suffixes: ☐ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ☐ *using the prefix un– ☐ using –ing, –ed, –er and –est. where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ☐ apply simple spelling rules and guidance, as listed in English Appendix 1 ☐ *write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Handwriting Pupils should be taught to: ☐ *sit correctly at a table, holding a pencil comfortably and correctly ☐ *begin to form lower-case letters in the correct direction, starting and finishing in the right place ☐ *form capital letters ☐ * form digits 0-9 ☐ *understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Composition Pupils should be taught to: ☐ *write sentences by: ☐ 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 ☐</p>	<p>In Year 1 children will continue with their RWI lessons, but this will progress to a 50 minute session four times a week. These sessions, although fundamentally focusing on reading will allow opportunities to practise spelling of common exception words as well as phonetically plausible words, letter formation, orally composing short sentences, opportunities to write short sentences from memory as well as editing writing. In addition, this will be followed by a 50 minute Literacy session using elements of Talk for Writing This provides an opportunity to deepen the children’s understanding of a text and different genres before learning the necessary skills needed in order to write for a variety of different purposes and for different audiences. There are also regular opportunities to edit and improve writing. Year 1 children are supported with their writing by using sound and word mats from their tables Opportunities for writing across all curriculum areas are regularly planned, in order for the children to demonstrate their writing skills in other areas of the curriculum. Writing is celebrated across all classrooms both in a writing area as well as part of the ongoing learning wall for each unit of work. Writing which takes place at home is also celebrated within each classroom.</p> <p>Spellings are taught on a weekly basis from a common exception list of words. These words</p>

	<p>* read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Vocabulary, Punctuation and Grammar Pupils should be taught to: □</p> <p>*develop their understanding of the concepts set out in English Appendix 2 by: □</p> <p>* leaving spaces between words □ joining words and joining clauses using and □</p> <p>* beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark □</p> <p>*using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' □</p> <p>* learning the grammar for year 1 in English Appendix 2 □</p> <p>*use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>are sent home to practise and are displayed in a consistent way across all 3 KS1 classrooms. Spelling is celebrated as part of a weekly assembly where a 'Speller of the week' certificate is awarded.</p> <p>Handwriting is taught on a weekly basis, beginning with the correct orientation of letters and then moving on to joining letters using a cursive script when appropriate. Handwriting displays in each classroom reinforce the standard which is expected. In Year 1 children benefit from using mnemonics to support their retention of letter formation. Each child has a 'This is my best handwriting' card which they can refer back to during written tasks.</p>
YEAR 2	<p>Transcription Pupils should be taught to: □</p> <p>*spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly □</p> <p>* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones □</p> <p>* learning to spell common exception words □</p> <p>* learning to spell more words with contracted forms □</p> <p>* learning the possessive apostrophe (singular) [for example, the girl's book] □ distinguishing between homophones and near-homophones □ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>*apply spelling rules and guidance, as listed in English Appendix 1 □ *write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Composition Pupils should be taught to: □</p>	<p>In Year 2 children will continue with their RWI lessons as required. Some children will have completed their RWI journey and will move on to SPAG sessions to further develop their skills in this area. These sessions will build on spelling patterns, specific grammar content and vocabulary needed to progress further with their writing. This will be followed by a 50 minute Literacy session using elements of Talk for Writing This provides an opportunity to deepen the children's understanding of a text and different genres before learning the necessary skills needed in order to write for a variety of different purposes and for different audiences. Specific objectives linked to developing their use of vocabulary, punctuation and grammar are planned into each literacy</p>

develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) ☐

- *writing about real events ☐
- *writing poetry ☐
- *writing for different purposes ☐
- * consider what they are going to write before beginning by 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 ☐
- * make simple additions, revisions and corrections to their own writing by: 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 punctuated correctly] ☐ read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

Pupils should be taught to: ☐ develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ☐

- *learn how to use sentences with different forms: statement, question, exclamation, command ☐
- *expanded noun phrases to describe and specify [for example, the blue butterfly] ☐ 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) ☐ 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.

Handwriting

Pupils should be taught to: ☐

- * form lower-case letters of the correct size relative to one another ☐
- *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ☐

session and all work is carefully differentiated to reflect the needs of all children; working at greater depth, at the expected standard as well as working towards the expected standard. There are also regular opportunities to edit and improve writing. Opportunities for writing across all curriculum areas are regularly planned, in order for the children to demonstrate their writing skills in other areas of the curriculum. These include opportunities to write for different purposes, provide written explanations and reason. In addition, there are weekly opportunities as part of the reading carousel to write detailed answers to a range of comprehension questions whilst using a range of reading skills.

Writing is celebrated across all classrooms both in a writing area as well as part of the ongoing learning wall for each unit of work. Writing which takes place at home is also celebrated within each classroom.

Spellings are taught on a weekly basis from a Y2 common exception list of words. These words are sent home to practise and are displayed in a consistent way across all 3 KS1 classrooms. Challenge words are also set for children who are working at above the expected standard. Spelling is celebrated as part of a weekly assembly where a 'Speller of the week' certificate is awarded.

Handwriting is taught on a weekly basis, In Year 2 children are expected to begin to start to join their letters using a cursive script. Handwriting displays in each classroom reinforce the standard which is expected. Each child has a 'This is my best handwriting' card which they can refer back to during written tasks. Children

	<p>*write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ☐</p> <p>*use spacing between words that reflects the size of the letters.</p>	<p>who are not yet ready to join in Year 2 will be provided with additional support to form and orientate their letters correctly in preparation for joining.</p>
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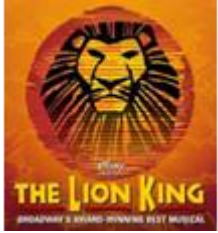





Writing progression at Plaistow Hill

	EYFS	Year 1	Year 2
Phonic and whole word spelling	<p>*Hears and says the initial sound in words.</p> <p>* Can segment the sounds in simple words and blend them together.</p> <p>* Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>(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.</p>	<p>Words containing each of the 40+phonemes taught.</p> <p>Common exception words</p> <p>Days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Distinguishing between homophones and near homophones.</p>
Other word building spelling		<p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>The prefix un-</p> <p>Using the –ing, -ed, -er and –est.</p>	<p>Learning the possessive apostrophe (singular)</p> <p>Learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</p>

		where no change is needed in the spelling of root words. Apply simple spelling rules and guidance from Appendix 1	Apply spelling rules and guidelines from Appendix 1
Transcription	They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> *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. <p>Early Learning Goal They handle equipment and tools effectively, including pencils for writing.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction starting and finishing in the right place.</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practice these.</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflect the size of the letters.</p>
Contexts for writing	<ul style="list-style-type: none"> *Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play situations. *Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. *Introduces a storyline or narrative into their play. <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events.</p> <p>Writing poetry</p>	
Planning writing		<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before</p>	<p>Planning or saying out loud what they are going to write about.</p>

		writing it,	
Drafting writing		Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.	
Editing writing		Discuss what they have written with the teacher and other pupils	
Performing writing		Read their writing aloud clearly enough to be heard by their peers and the teacher.	
Vocabulary	<p>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.</p> <p>(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.</p>	<p>Leaving spaces between words Joining words and joining clauses using 'and'</p>	
Grammar		<p>Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) -un prefix to change the meaning of adjectives/adverbs To combine words to make sentences to form short narratives Separation of words with spaces. Sentence demarcation (!) Capital letters for names and pronouns.</p>	
Punctuation		<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of</p>	

		people, places, the days of the week and the personal pronoun 'I'	
Grammatical vocabulary	Sound, letter	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	

Year 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The Lion King 	Just Keep Swimming 	Croc and Bird 	Heroes and Villains 	Our Ocean City 	Horrible Histories 
Key Texts	The Lion Inside - Rachel Bright Little Red and the Very Hungry Lion (traditional tales!)	Dinosaurs and all that rubbish Dear Greenpeace	Croc and Bird Explanation texts about life cycles and animals	Mungo and the Picture Book Pirate The Night Pirates Peter Pan (Abridged and edited for young readers)	Lighthouse keeper's Lunch Sally and the limpet Stone Girl Bone Girl Mary Anning (Little People, Big Dreams)	Daisy saves the Day – Shirley Hughes Alice in Wonderland – Lewis Carroll