

Writing Development at Kiveton Park Infants

| | Nursery | Reception | Year 1 | Year 2 |
|---------------------------------|---|---|--|--|
| Composition | <ul style="list-style-type: none"> • Compose simple sentences • Retell events in order | <ul style="list-style-type: none"> • Link ideas in a sentence • Join ideas using conjunctions • Orally retell own stories | <ul style="list-style-type: none"> • Orally rehearse sentences and sequence them to form short narratives • Read own writing aloud clearly for others to hear and discuss | <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experience and those of others (real or fictional) • Write about real events, recording these simply and clearly |
| Spelling (Transcription) | <ul style="list-style-type: none"> • Hear and say sounds in words • Distinguish between different sounds (voice, body, environmental) | <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others • Use their phonic knowledge to write words in ways which match their spoken sounds • Write some irregular common words | <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling any words in a phonetically plausible way? | <ul style="list-style-type: none"> • Apply phonic knowledge to spell an increasing number of complex words • Recognise phonic irregularities |
| Vocabulary and Grammar | <ul style="list-style-type: none"> • Begin to use correct tense • Use new words learnt from stories | <ul style="list-style-type: none"> • Consistently use correct tense including for irregular verbs | <ul style="list-style-type: none"> • Use and to join ideas • Standard use of verbs 'go' and 'went' | <ul style="list-style-type: none"> • Understand and use different kinds of sentences (statement, question, exclamation, command) • Use conjunctions to join (and, but, so, because) • Use correct verb tenses |
| Punctuation | | <ul style="list-style-type: none"> • Write own name with a capital letter | <ul style="list-style-type: none"> • Evidence of <ul style="list-style-type: none"> - Capital letters for start of sentences - Full stops for sentence demarcation - Question marks - Capital letters for names of people, places, days of the week, months of the year and the personal pronoun I | <ul style="list-style-type: none"> • Correct and consistent use of <ul style="list-style-type: none"> - Capital letters - Full stops - Question marks - Exclamation marks - Commas in a list - Apostrophe (contractions) - Apostrophe (singular possession) |
| Writing Process | <ul style="list-style-type: none"> • Tell simple stories about their own experiences • Begin to link ideas in order | <ul style="list-style-type: none"> • Tell simple stories with a beginning, middle, end • Attempt to write for a variety of purposes | <ul style="list-style-type: none"> • Consistently include key events in order • Re-read learning to check for sense | <ul style="list-style-type: none"> • Write for different purposes • Proof read for errors • Check for correct tense |
| Handwriting | <ul style="list-style-type: none"> • Handle tools and equipment safely • Develop pencil grip in line with age | <ul style="list-style-type: none"> • Use a pencil effectively using a pincer grip • Form letters including re-tracing and anti-clockwise letters | <ul style="list-style-type: none"> • Correct formation of lower-case letters • Form 0-9 correctly | <ul style="list-style-type: none"> • Evidence of joining strokes • Consistently spaced letters |

Writing Development at Kiveton Park Infants

Our Aim at Kiveton Park Infants is for children to develop a life-long love of language and literacy and become confident and independent writers. We provide high quality learning experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We believe that all children should be able to confidently communicate their knowledge, ideas and emotions fluently through their writing. Our aim is to create independent writers who can apply the skills and knowledge they have acquired. We want them to write clearly, coherently and creatively, adapting their compositions for different genres and purposes

Throughout EYFS and KS1 children have many chances to apply their writing. The development of language and composition and transcription are taught separately as children become more confident in both skills, we begin to combine the two. Through high quality stories and reading time the children are able to use new vocabulary and compose sentences orally. The development of composition skills will ensure they can form, articulate and communicate ideas, organise them coherently for a reader, showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

All children are systematically taught the grapheme phoneme correspondence using the Validated Sounds Write Phonics approach. They use this to secure their early transcription skills and learn to write simple words and sentences using the taught spelling rules. The process allows children to know and remember more by consistent recap and application of skills. Regular practice and recall of handwriting enable children to develop fluent, legible and, eventually, speedy handwriting.

The Writing curriculum is evaluated through: Regular checks on the writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, moderation sessions, pupil interviews and book looks. Internal moderations are carried out at least 3 times a year. External moderations are carried out once a year with learning partnership schools. The analysis of this used to identify areas of development and any children who are not making expected progress.