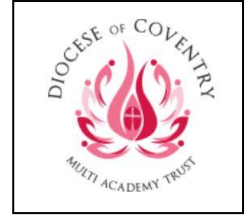




# Leamington Hastings C of E Academy

## Writing Curriculum



At Leamington Hastings C of E Academy, writing lessons are taught daily so that children learn to write clearly, accurately and coherently, learning to adapt their language and style for a range of contexts, purposes and audiences. Children are taught transcription (spelling and handwriting) and composition (articulating ideas and structuring them) skills, along with learning how to plan, revise and evaluate their writing. Spelling skills will be taught as part of the writing curriculum, but also as part of phonics lessons.

Within units of work, children throughout the school will be introduced to new vocabulary. Writing units will be based on a text, supporting the children not only to develop their vocabulary, but also to also develop their comprehension skills.

All children in school take part in a daily handwriting session, so that children learn to write fluently, legibly and with a good speed. For those children in the Early Years Foundation Stage, this may take the form of fine motor skill practice to build skills and muscles needed for writing once they are older. Children are also taught how to spell high frequency words, tricky words and common exception words within the curriculum.

### Aims

Throughout strands of the writing curriculum children will:

- Be fully immersed in books in order to inspire writing
- Create writing for a purpose
- Provided with opportunities to extend their vocabulary
- Develop an understanding of grammar for their year group
- Write clearly, accurately and coherently, using the skills specified for their year group
- Have regular opportunities to practise their writing skills
- Be taught how to plan, edit and revise their work

Children will also apply their knowledge of writing throughout other subjects in the curriculum, such as history or science, where they will demonstrate age appropriate skills.

\* This document should be read in conjunction with the reading progression document, the phonics progressions document, the speaking and listening progression document and the handwriting and presentation policy

Writing genres taught:

Nursery	Labels	Lists	Captions	Retelling a story	Short description of a	Rhyming strings	Writing about factual objects or events	Instructions
Reception								

						charact er									
Key Stage One					Imitating a story – alternative ending, alternative story etc.	Innovate – writing own story	Charact er profile	Poetry – descriptive, riddles, syllable poems	Chronol ogical report	Explana tion text	Non chronol ogical report	Recount	Diary entry	Postcar d	Letter

	Nursery Rising 3s	Nursery Pre-School	Reception	Year 1	Year 2
<b>Planning</b>			Plan writing by composing a simple sentence orally, with adult support as needed.	Plan writing by composing sentences orally. Use a simple planning frame.	Independently plan what they are going to write about, including using key words and new vocabulary.
<b>Compositi on</b>	Experiments with writing in play e.g. 'writing' a shopping list in the home corner.	Assigns meanings to marks made, drawings and paintings.	Writes text to communicate meaning for a range of purposes.	Sequence sentences to form short narratives, including both fiction, non-fiction and poetry	Develop stamina for writing by writing about poetry, real and fictional events.
	Begins to assign meanings to marks, drawings and paintings.	Makes attempts to write their own name, with some letters formed correctly.	Writes short sentences in meaningful contexts.	Write for different purposes.	
	Makes attempts to write own name using a combination of lines, curves, circles and letter type shapes.		Writes 2 or 3 simple sentences in one sitting, which can be read by themselves and others		
					Use sentences with different forms in their writing and punctuate them correctly – statements, questions, exclamations and commands.

				Use simple organisational devices within writing e.g. subheadings.		
				Use a range of sentence openers within writing.		
				Begin to write in both the past and present tense, sustaining this throughout a short piece or writing.	Use the present and past tense mostly correctly and consistently in extended writing.	
			Uses some words that they have recently been introduced to in their writing.	Use adjectives or topic related words in writing.	Use expanded noun phrases to describe and specify.	
					Use adventurous vocabulary within a range of writing e.g. adjectives, topic vocabulary, verbs and adverbs.	
			Select adjectives and topic related words from a word mat or working wall to use within writing.	Access word mats and working walls to select vocabulary for effect		
<b>Editing</b>				Re-read writing with an adult to check that it makes sense.	Re-read what they have written to check that it makes sense, making corrections or additions.	Make simple revisions, additions and corrections to their own writing.
				Make simple corrections to writing with the support of an adult.	Use word mats and the working wall to check spelling choices and begin to make some independent corrections.	Use a dictionary, word bank or working wall to find out how to spell a word or to correct spellings independently.
<b>Spelling and</b>		Can verbally segment words.	Use phonic knowledge to write words in ways which match spoken sounds.	Spell words containing each of the 40 + phonemes taught as part of the phonics curriculum, with other words spelt in a	Spell words containing the phonemes taught in English appendix 1, with other words spelt in a	

<b>punctuation</b>			phonetically plausible way.	phonetically plausible way.
		Spell the phase 2 and 3 tricky words correctly.	Spell year 1 common exception words correctly.	Spell year 2 common exception words correctly.
			Spell tricky words from phase 4 and 5 correctly.	
			Begin to spell the days of the week correctly, knowing that they begin with a capital letter.	Consistently spell the days of the week and months of the year correctly, knowing that they begin with a capital letter.
		Name the letters of the alphabet.	Name the letters of the alphabet in order, applying this knowledge when spelling words aloud.	
			Use the letter names to distinguish between alternative spellings of the same sound.	
			Begin to use the apostrophe to spell some simple words with contracted forms correctly.	Spell more words with contracted forms correctly.
			Spell words using the prefix un	Use an apostrophe to demarcate singular possession.
			Add the suffixes -ed – ing – er and -est where no changes to the root word are required	Add suffixes to spell words correctly in their writing, understanding the rules for changing / not changing the spelling of the root word e.g. ing, ness, ed, ly, ment, est, less, er, ful, y, plurals s / es / ies (see phonics progression grid for spelling rules)
			Add -s or -es, beginning to apply spelling rules within taught lessons	

				Spell some common homophones and near homophones correctly.
			Spell many of the first 100 high frequency words correctly	Spell most of the first 100 high frequency words correctly, moving onto some of the next 200 words.
		Leave finger spaces between words in most of their writing.	Consistently leaves finger spaces between words.	Use finger spaces between words that reflect the size of the letters used.
		Demarcate most sentences with capital letters and full stops.	Consistently demarcate sentences with capital letters and full stops.	
			Begin to demarcate sentences with exclamation marks and questions marks when required.	Use exclamation marks and question marks correctly when required. (including exclamatory sentences)
			Begin to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Use capital letters for proper nouns.
				Use commas to separate items in a list.
	<b>Grammar</b>			Use the coordinating conjunction and, starting to use but and so to join clauses in writing.
Use the subordinating conjunction because to join clauses in writing.				Use subordinating conjunctions (e.g. when, if, that, because) to join clauses in writing.

			Write from memory simple words, captions and sentences dictated by the teacher that include words using the GPCs and tricky 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.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<b>Handwriting and fine motor skills</b>	Confidently uses a range of implements to make marks on a paper e.g. pencils, felt tips, paint and crayons.	Uses a pencil with good control e.g. tracing over vertical lines.	Understands that we write from left to right.		
	Begins to show a preference for a dominant hand.	Shows a preference for a dominant hand.			
	Begins to hold pencils between the thumb and fingers e.g. digital pronate grip.	Holds a pencil between the thumb and fingers e.g. a four finger grasp.	Usually uses a tripod grasp when holding a pencil.	Consistently uses a tripod grasp to hold writing implements.	
	Makes attempts to trace over shapes and lines.	Uses clockwise and anticlockwise movements when tracing correctly over lines and shapes.	Forms recognisable lower case letters, most of which are correctly formed, using a printed style.	Form lower case letters correctly, using a printed style. Understand which letters belong to which handwriting family.	Form lower case letters correctly, using a cursive style.
	Imitates simple shapes such as circles and lines.	Begins to copy and form some letters from their own name.	Forms recognisable capital letters, most of which are correctly formed.	Form capital letters correctly.	
				Form letters which are the correct size, relative to one another using a printed style.	Form letters which are the correct size, relative to one another using a cursive style.
					Know that lower case letters do not join to upper case letters.

		Begin to sit upper and lower case letters on the line when using a printed style.	Sit upper and lower case letters correctly on the line when using a printed style.	Sit upper and lower case letters correctly on the line when using a cursive style.
		Begin to use ascenders and descenders of an appropriate size when using a printed style.	Ascenders and descenders are an appropriate size using a printed style.	Ascenders and descenders are an appropriate size using a cursive style.
Shows an interest in representing numerals.	Begins to copy and form some numerals of personal significance.	Form the digits 0 to 9 correctly, using the correct school style, although some reversals may occur.	Consistently form the digits 0 to 9 correctly, using the correct school style, with no reversals.	
		Can sit at a table comfortably to carry out writing tasks.	Know how to sit correctly at a table (bottoms on seats, feet on the floor) so that they are ready to write.	
Use scissors to make snips in paper.	Begins to use scissors one handed to make snips in paper.	Uses scissors one handed to cut out lines or shapes in paper with good control.		
Shows an interest in colouring shapes and pictures.	Attempts to colour within the lines.	Colours neatly, building presentation skills for KS1.		
		Begins to show accuracy and care when drawing.		
				Join their handwriting using a cursive style.

Appendices:

Phase 2, Phase 3 and Phase 4 TRICKY WORDS

I	go	to	the	no
he	she	we	me	be
was	you	they	all	are
my	her	said	have	like
so	do	some	come	were
there	little	one	when	out
what				

Year 1 Common Exception Words

a	is	said	be	no	put
ask	his	says	he	go	push
	has	the	me	so	pull
are		they	she		full
our		there	we	of	one
	was	here		love	once
do	were	I	by	come	school
to	where	you	my	some	friend
today	want	your			house

Year 2 common exception words

door	child	most	great	after	any	half
floor	children	only	break	fast	many	hour
poor	wild	both	steak	last	again	
	climb	old		past		money
find		cold	move	father	because	Mr. Mrs
kind	every	gold	prove	class	busy	
mind	everybody	hold	improve	grass		parents
behind	even	told		pass	Christmas	people
			could	plant	clothes	
pretty	sure	who	should	path		water
beautiful	sugar	whole	would	bath	eye	

# 100 High Frequency Words

the  
and  
a  
to  
said  
in  
he  
I  
of  
it  
was  
you  
they  
on  
she  
is  
for  
at

his  
but  
that  
with  
all  
we  
can  
are  
up  
had  
my  
her  
what  
there  
out  
this  
have  
went

be  
like  
some  
so  
not  
then  
were  
go  
little  
as  
no  
mum  
one  
them

do  
me  
down  
dad  
big  
when  
it's  
see  
looked  
very  
look  
don't  
come  
will

into  
back  
from  
children  
him  
Mr  
get  
just  
now  
came  
oh  
about  
got  
their  
people  
your  
put  
could

house  
old  
too  
by  
day  
made  
time  
I'm  
if  
help  
Mrs  
called  
here  
off  
asked  
saw  
make  
an

# 200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	wish
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	work
been	different	fly	he's	lived	never	ran	stopped	trees	would
before	dog	food	head	long	new	really	suddenly	two	yes
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	