



SHOBNALL PRIMARY & NURSERY SCHOOL

ENGLISH PROGRAMME OF STUDY

WRITING



LONG TERM OVERVIEW FOR WRITING

**KEY: COMPOSITION & EFFECT STRUCTURE & ORGANISATION GRAMMAR, SENTENCE STRUCTURE & VOCABULARY PUNCTUATION DRAFTING, EDITING & PROOF READING
SPELLING & HANDWRITING**

EYFS	Milestone 1	Milestone 2	Milestone 3
Nursery	<p>Children are provided with a wide range of different materials and mark making media in their play.</p> <p>With increasing independence, children explore a range of resources that encourage the use of a dominant hand and develop their strength and dexterity.</p> <p>Children can make random marks with their fingers and some tools, using a range of media including dough, sand, paint and mud.</p> <p>Using appropriate vocabulary, they are able to give meaning to their marks.</p>	<p>Children can find their name card and recognise some print in the environment.</p> <p>As their mark making develops, they make more small controlled movements and draw lines and circles.</p> <p>They can distinguish between these lines (e.g. line, circle, and zigzag).</p> <p>They begin to use anticlockwise movements and retrace vertical lines.</p> <p>Children are familiar with the language of directionality such as 'up', 'down', 'round and round'.</p>	<p>From their observations and imagination, children can create closed shapes with continuous lines and begin to use these shapes to represent objects. For example, they are able to represent a face with a circle and including details.</p> <p>Children can use drawing to represent movement and sound.</p> <p>Sometimes gives meaning to marks they make as they draw, write and paint.</p> <p>Mark makes in a variety of forms for different purposes e.g. shopping list, label.</p> <p>Gives meaning to marks they see in different places.</p> <p>As children use their name card frequently, they begin to recognise specific letters in their name.</p> <p>With adult support, they are shown how to use the tripod grip in a comfortable way to hold a pen or pencil and begin to form some recognisable letters.</p> <p>Write some letters accurately.</p>
Reception	<p>As children complete Phase 2 Phonics, they are able to translate their knowledge into writing by writing their own name and constructing simple labels for familiar objects within their classroom environment (e.g. pen, peg).</p> <p>They can select appropriate tools for a writing task and maintain their engagement and concentration for a set period of time.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>	<p>Their use of the tripod grip is becoming more secure.</p> <p>Form lower case and capital letters correctly.</p> <p>Children write their own name with a capital letter.</p> <p>Children begin to use adjectives within stories to describe objects, characters and settings.</p> <p>Use newly introduced vocabulary within play.</p>	<p>As children become more proficient with holding a pencil effectively, using the tripod grip in most instances in preparation for fluent writing.</p> <p>Articulate and carry out ideas for writing through independent and guided activities.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write short sentences that can be read by others, with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Writes short sentences in meaningful contexts.</p> <p>Children can use finger spaces.</p>



Jon Mayhew

Author of *Mortlock and the Monster Odyssey*, Jon is a much-loved children's writer who knows a lot about the classroom, having also spent 25 years teaching English in schools.



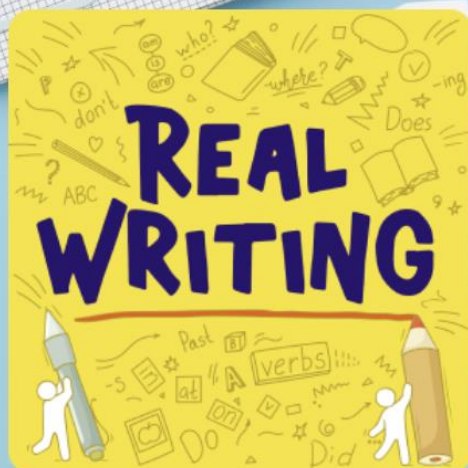
Joshua Seigal

An award-winning poet, Joshua visits schools, libraries and theatres around the country, and you may have spotted one of his critically-acclaimed poetry shows at the Edinburgh Fringe.



Ross Montgomery

Nominated for the Costa Children's Book of the Year, and the CILIP Carnegie Award, Ross' published works include *Midnight Guardians* and the popular *Finney Island Files* series.



How Real Writing supports excellence

- 1 Teach grammar and punctuation in context with creative and powerful model texts, all annotated with key teaching points – and save hours of time on writing your own.
- 2 Build brilliant vocabularies. Important tier 2 and tier 3 vocabulary has been included with every model text, helping teachers to deepen children's comprehension throughout the year.
- 3 Draw on fully resourced grammar and composition lesson plans for each unit that guide children towards an extended independent writing outcome – with links to other subject areas.





Writing Genres

Explanation

Instructions

Letters

Narrative

Persuasive

Poetry

Recount

Report

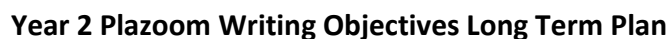
Description

Discussion

Formal / Informal Writing



Writing - Transcription - Snelling



Term		Autumn						Spring						Summer					
Genre																			
NC Strand	NC Objective	1. Chicken Likin	3. Out of this world	7. Nell' Saunders Diary	8. Benjamin Zephaniah	12. The King and the Royal Family	10. A day at school	4. Cinderella phant	13. Transport in the past	14. Florence Nightingale	15. Visit the UK!	5. How Kangaroo Got her Pouch	22. What am I? (a mesostic riddle)	18. A Postcard from the seaside	19. How to make bread	21. The day the elephants led the parade	17. Amazing animals	23. If you want to be healthy...	24. Four seasons
Writing - Transcription - Spelling	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly																		
	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 homophones																		
	learn to spell common exception words																		
	learn to spell more words with contracted forms																		
	learning the possessive apostrophe (singular)																		
	distinguishing between homophones and near homophones																		
	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.																		
	apply spelling rules and guidance as listed in English Appendix 1																		
Writing - Composition	writing narratives about personal experiences and those of others (real and fictional)																		
	writing about real events																		
	writing poetry																		
	writing for different purposes																		
	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																		
	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.																			
Writing - Vocabulary, grammar and punctuation	learning how to use both familiar and new punctuation correctly (see English Appendix 2)																		
	Learn how to use: sentences with different forms: statement, question, exclamation, command																		
	Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly]																		
	Learn how to use: the present and past tenses correctly and consistently including the progressive form																		
	Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)																		
	some features of written Standard English																		
	use and understand the grammatical terminology in English Appendix 2 in discussing their writing.																		
Appendix 2 - V.G.P	Word: Formation of noun using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]																		
	Word: Formation of adjectives using suffixes such as -ful, -less																		
	Word: Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs																		
	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences																		
	Punctuation: commas to separate items in a list																		

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Term		Autumn						Spring						Summer					
Genre																			
			19. The Diary of Gaius Oranius Betto	24. Until we are Free Again	21. The Tropics	2. How to Build a Roman Road	11. Amazing Animals: the Arctic Fox	13. Banksy: Astist or Vandal	3. Visit Russia	8. Countries in North America	23. Echo and Narcissus	22. Dreams of Escape	17. The tale of Johnny Appleseed	15. Joe's Hooded Hawk	20. Dear Gran	18. Cowboys	5. Who do you think you are?	9. The Richest Man in the World	25. Stay Safe in the Sun
NC Strand	NC Objective	1. Terrific Teeth																	
Writing - Transcription - Spelling	Use further prefixes and suffixes and understand how to add them																		
	Spell further homophones																		
	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals																		
	Use the first two or three letters in a word to check its spelling in a dictionary																		
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far																		
	Spell words that are often misspelt																		
Writing - Composition	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar																		
	Plan their writing by discussing and recording ideas																		
	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures																		
	Draft and write by organising paragraphs around a theme																		
	In narratives, creating settings, characters and plot																		
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]																		
	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements																		
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences																		
	Proof-read for spelling and punctuation errors																		
	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear																		
Writing - Vocabulary, grammar and punctuation	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although																		
	Using the present perfect form of verbs in contrast to the past tense																		
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition																		
	Using conjunctions, adverbs and prepositions to express time and cause																		
	Using fronted adverbials																		
	Using commas after fronted adverbials																		
	Indicating possession by using the possessive apostrophe with plural nouns																		
	Using and punctuating direct speech																		
Appendix 2 - V.G.P	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]																		
	Sentence: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)																		

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Term		Autumn						Spring						Summer						
Genre																				
				3. The Diary of Alessandro Guiseppe Antonio	5. A Jaguar in the Chicken Coop						13. The Queen of the Curve (Biography of Zahra Hadid)	14. How to reduce your carbon footprint	15. Job Applications							
NC Strand	NC Objective	1. The Peppercorn Moth	2. The Workings of the Human Heart			6. The Trees and the Axe	7. Is this the perfect trainer?	9. Volcanoes and Earthquakes	10. Stuck	11. A river speaks				16. Letter from the headteacher	17. The Pros and Cons of Plastic	18. Small, but mighty	22. A trip to blackpool	24. Daydreaming	25. School Report	
Writing - Transcription - Spelling	Use further prefixes and suffixes and understand guidance for adding them																			
	Spell some words with silent letters																			
	Continue to distinguish between homophones and other words which are often confused																			
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically																			
	Use dictionaries to check the spelling and meaning of words																			
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary																			
	Use a thesaurus																			
Writing - Composition	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own																			
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary																			
	In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed																			
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning																			
	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action																			
	Draft and write by précising longer passages																			
	Draft and write by using a wide range of devices to build cohesion within and across paragraphs																			
	Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]																			
	Evaluate and edit by assessing the effectiveness of their own and others' writing																			
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning																			
	Edit and evaluate by ensuring the consistent and correct use of tense throughout a piece of writing																			
	Edit and evaluate by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register																			
	Proof-read for spelling and punctuation errors																			
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.																				
Revision	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms																			
	Using passive verbs to affect the presentation of information in a sentence																			
	Using the perfect form of verbs to mark relationships of time and cause																			

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