



# Kingshill Infant School

Respect – Hard-working - Teamwork

*“Preparing children for a life full of learning”*

## Writing

## Writing at Kingshill

- Our writing curriculum aims to create ambitious, passionate and imaginative writers who have a firm understanding of how to write a range of grammatically accurate pieces with an ambitious variety of vocabulary.
- A consistent handwriting scheme (LetterJoin) is taught daily and promoted from the Summer Term in Reception.
- Staff are knowledgeable on the National Curriculum requirements for writing and as a result, the teaching and progression of writing and mark making is accurate.
- Writing books are valued by staff, children and parents across the school. These are of the highest quality in terms of presentation and marking. Marking is evident through live feedback (VF) and using purple pen to improve with a teacher.
- Our marking policy is simple but highly effective because it consistently focuses on live feedback and targeted conferences to improve writing quickly.
- Children have Mark Making/Writing opportunities from the beginning of Reception (where we deem it most suitable) and take pride in their books.
- We inspire children to write outside of the writing lessons (and where appropriate, create cross-curricular links) throughout the day as well as when children are not in school.

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### **How we teach writing:**

- We teach writing in Reception through: Talk Through Stories and Read Write Inc. Phonics lessons.

- We teach writing in Year 1 and 2 through the Storybook and Get Writing! element of Read Write Inc. and when the children finish the programme, they follow the HfL Essential Writing Plans.
- Year 1 and 2 have 6 writing weeks per year which follow a carefully designed progression map and the topics are usually based on a subject within the wider curriculum (History, DT etc) or are an opportunity to write and perform poetry. These will be high-profile, exciting weeks where all awards on the Friday are given for excellent progress in writing. These pieces are written in writing books.

**We use quality-first teaching in writing by:**

- Always use the Writing TAFs or Early Year's Framework as your starting point.
- Use inspiring, diverse core texts, including poetry, to inspire and broaden the children's horizons.
- Encourage high-quality oracy through all writing units.
- **Writing a model of the final piece first and plan writing lessons backwards.**
- Ensure spelling and grammar are threaded through the planning.
- Use 100% participation in the teaching of writing (TTYP, No hands up)
- Make adaptations for all children to access the learning: use backward fading, task management boards, visuals and Widget Online to make learning visual and support EAL/SEND Learners
- Use the 5Bs to encourage independence in writing.
- Model excellent oracy, grammar, spelling and punctuation throughout the lessons and throughout your day

## Map of progression of skills for EYFS:

ELG: Writing

Children at the expected level of development will:

- 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.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception:</b>	Read Write Inc: identify and write recognisable single letter sounds	Read Write Inc: identify and write with control, single letter sounds, 'Special Friends' and CVC words spelt correctly.	Read Write Inc: Write and spell 4 and 5 sound words correctly using smaller handwriting that sits mostly on the line.	Write simple phrases using 'Hold a Sentence' technique in Read Write Inc.  Begin to use, with support, capital letters and full stops	Construct recognisable sentences on a line with full stops and capital letters independently.	Construct recognisable sentences on a line with full stops and capital letters independently and be able to read the sentence aloud to an adult.

Blue - new learning

## Map of progression of skills for Year One

### NC Composition covered across the units:

- say out loud what they are going to write about
- compose a sentence orally before writing it
- re-read what they have written to check for sense
- sequence sentences to form short narratives
- discuss what they have written with the teacher or other pupils

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Inform (2nd week of September)	Inform	Inform	Poetry	Inform	Poetry (final week)
Text						
Written Outcomes	list, instructions	Rules and Recount	Recipes	Performance poems	Explanation	Rhyme and Nonsense

Sentence	Spaces between words Understand what a sentence is	Spaces between words Understand what a sentence is <a href="#">To use 'and' to join sentences together</a>	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.
Word level Including punctuation	Full stops Capital letter Capital letters for days of the week	Full stops Capital letters <a href="#">Capital letters for pronoun 'I'</a>	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.
Grammatical terminology	Letter Capital letter Word Sentence Punctuation Full stop	Letters Capital letter Word Sentence Punctuation Full stop	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.
Audience	Take their set of instructions home with a seed to share with parents	Make a class book to be kept in worry area.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.	We are currently re-writing this in line with our HfL Essential Writing curriculum.

*Red -links to previous learning*

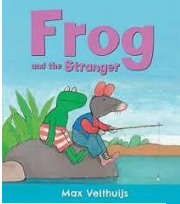
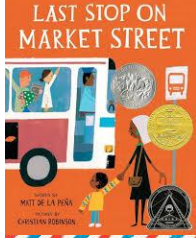
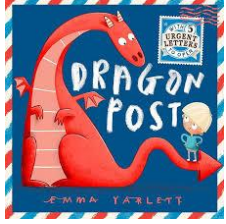

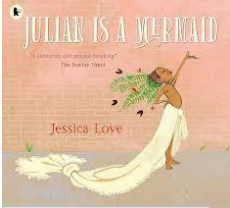
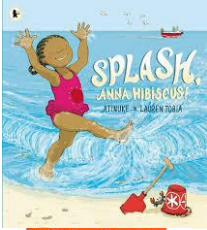
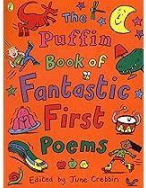

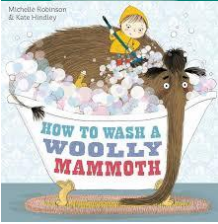
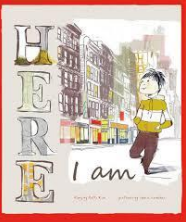


*Blue - new learning*

## **Map of progression of skills for Year Two**

### **NC Composition covered across the units:**

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write poetry
- Write for different purposes
- Say out loud what they are going to write about
- Write down ideas and/or key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence
- Evaluate their writing with the teacher and other pupils
- Re-read 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-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)

-Read aloud what they have written with appropriate intonation to make the meaning clear.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Entertain, inform, poetry.	Entertain, inform.	Entertain, inform.	Entertain, poetry.	Entertain, inform.	Recount, entertain, poetry.
Text	  	 	 	  	 	   



Written Outcomes	Short narrative, Instructions, list poetry.	Narrative, letters and postcards.	Traditional tale, non-chronological report.	Narrative (based on real experiences), poetry.	Narrative, instructions.	Recount (about real event), narrative, poetry.
Sentence	Present and past tense Co-ordination Subordination Sentence functions e.g. statement or command Expanded noun phrases	Expanded noun phrases Subordination Sentence functions e.g. statement or command Present and past tense	Co-ordination Subordination Sentence functions e.g. statement or command Present and past tense	Expanded noun phrases Progressive form of verbs in the present and past tense Co-ordination Subordination.	Expanded noun phrases Sentence functions e.g. statement, question, exclamation or command Progressive form of verbs in the present and past tense	Review KS1 objectives  Review use of conjunctions
Word level Including punctuation	Capital letters, full stops, question marks, exclamation marks. Commas for lists	Capital letters, full stops, question marks, exclamation marks. Commas for lists	Use familiar and new punctuation correctly.	Use familiar and new punctuation correctly including apostrophes for contracted forms.	Use familiar and new punctuation correctly including apostrophes for contracted forms and the possessive.	Use familiar and new punctuation correctly including apostrophes for contracted forms and the possessive.
Grammatical terminology	Capital letter, full stops, question marks, sentence. Noun, verb, present tense, past tense, adjective,	Statement, question, noun, adjective, verb, comma, past tense, present tense. Noun phrase.	Past tense, present tense, adjective, comma, question.	Comma, adjective. Apostrophe, present progressive tense, past	Comma, command, apostrophe, present progressive tense, past progressive tense.	Review terminology for the year. Adverb.

	statement, command, comma.		Exclamation statement.	progressive tense.		
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**Our Writing end-point and mission:**

*By the time the children leave us at Kingshill, we aim for our children to be working at least at the expected standard, but our ambitious curriculum encourages all children to aim to write at greater depth:*

**Examples of Working at and Working at Greater Depth Writing:**

**Working at:**

[https://assets.publishing.service.gov.uk/media/5a8169f6ed915d74e6232223/2018\\_exemplification\\_materials\\_KS1-EXS\\_\\_Kim\\_.pdf](https://assets.publishing.service.gov.uk/media/5a8169f6ed915d74e6232223/2018_exemplification_materials_KS1-EXS__Kim_.pdf)

**Working at Greater Depth:**

[https://assets.publishing.service.gov.uk/media/5a82a0afe5274a2e8ab58838/2018\\_exemplification\\_materials\\_KS1-GDS\\_Ali\\_.pdf](https://assets.publishing.service.gov.uk/media/5a82a0afe5274a2e8ab58838/2018_exemplification_materials_KS1-GDS_Ali_.pdf)