

## Subject Overview: Writing

**What does a writer look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?**

Our vision at Mengham Infant School is to strike a better balance between standards and enjoyment for children in their writing, as well as for us as staff. Although it is crucial that we cover all of the National Curriculum standards, our aim is to spark passion in our young writers by providing them with a wide range of writing opportunities and for different purposes. This is not only taught explicitly in English lessons but also through the medium of other subjects taught across our school curriculum. Our children are encouraged to experiment with and manipulate the language they have learnt in their reading/things that have been read to them in order to challenge themselves as writers. Our aim is for our children to want to write, not because they have to or because they have been told to. They should want to persevere and challenge themselves in their writing to be the best they can be. They should be excited and enthusiastic about their writing, giving it every inch of imagination and creativity possible. If we immerse them in all of the different experiences we can offer then we will get the most out of them as writers we possibly can. Our writing experiences should provide children with a vast range of creative ideas and different writing opportunities. It is crucial that our children write for many different purposes and understand what those purposes are in order to get the best outcome from them we possibly can. Once the children have a purpose, a form, an audience and a viewpoint for their writing, they are much more likely to be engaged and make the most progress. They should be exposed to newspaper articles, fact file writing, letters, stories, instructions, invitations, posters, signs etc. and be given a reason for writing those things. Without this, we will struggle to spark their imagination and drive for wanting to write which is the main focus for us as an infant school.

**These are the key skills and knowledge that writers will develop during each year (not just EYFS/NC objectives):**

Year R	Year 1	Year 2
<b>Imagination and Creativity</b>		
Children will learn how to use what they have learnt from stories and books they have read to use in their writing – e.g. read ‘What the Ladybird Heard’ then write captions for the farm or a short letter to one of the characters or story map the story and retell it to others	To be able to adapt stories and books they have read to write their own versions – e.g. read ‘The Snail and the Whale’ then children write their own version of the story ‘The Cat and the Rat’ – or could write a newspaper article about the whale etc. – so using what they have read as a stimulus for their writing	Children are able to use language they have learnt from stories and books to use as a stimulus for their own writing e.g. words from the Night Gardener (commotion, magnificent etc.) and use them in their own writing for a newspaper article, diary entry or letter for example
<b>Transcription – Sounds and Spellings</b>		
To be able to hear and say the initial sounds in words and link sounds to letters , naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning To represent some sounds correctly and in a clear sequence	To spell words containing the 40+ phonemes already taught Spell common tricky words ( see phase 4/5 of Letters and Sounds ) and the days of the week Be able to name the letters of the alphabet Use letter names to distinguish between alternative spellings of the same sound	Spell by segmenting spoken words into phonemes and representing these by graphemes(Spelling many correctly) Learn new ways of spelling phonemes for which one or more spellings are already known , and learn some more words with each spelling, including a few common homophones Learn to spell more tricky words-(See letters and sounds) Learn to spell more words with contracted forms

<b>Transcription – Spelling Rules and Sentence Writing</b>		
<p>To be able to segment and make a phonetically plausible attempt at spelling cvc words. Be able to spell tricky words taught at this phase</p>	<p>Add prefixes and suffixes Use the spelling rule for adding –s or-es as the plural marker for nouns Use the 3rd person singular marker for verbs- He drinks/She eats? Use the prefix un Use –ing, -ed, er and –est where no change is needed for spelling the root word(For example , helping, helped, helper, eating, quicker, quickest) Apply simple spelling rules and guidance(see English Appendix 1) Write from memory simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far.</p>	<p>Learn the possessive apostrophe (singular) for example, the girl’s book Explain the difference between homophones and near homophones Add suffixes to spell longer words# -ment, --ness, --ful, -less, -ly Apply spelling rules and guidance(see English Appendix 1) Write from memory simple sentences dictated by the teacher</p>
<b>Handwriting</b>		
<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to write on lines and show control over letter size</p> <p>Form digits 0-9</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To write on lines and show control over letter size Form capital letters</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) Start using some of the diagonal and horizontal strokes needed to join letters</p> <p>Start to use spaces between words</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Continue to use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Consistently use spacing between words that reflects the size of the letters</p>
<b>Genres</b>		
<p>To begin to break the flow of speech in to words Write their own name and other things such as labels and captions</p>	<p>Sequence sentences to form short narratives e.g. instructions, newspaper reports, recounts, stories etc. showing they can write for different purposes</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul>

Write a series of simple sentences, in meaningful contexts, which are read by themselves or others		<ul style="list-style-type: none"> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>
<b>Composing Sentences</b>		
Say a sentence, write it, read it back and check it makes sense.	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p>
<b>Planning Writing</b>		
Talk about their writing with their teacher or a friend Plan their writing on the planning model (across the school) by drawing pictures of who their writing is for and why they are writing it for them	Say their ideas out loud Draw/write into the planning model who they are writing for and why, and start to include some of the things they are going to do to engage their reader	Discuss ideas for their writing Write in the planning model who their writing is for, how they are going to engage their reader, what they are going to do to engage them and some examples of these
<b>Things to include in Writing</b>		
Introduce determiners: the/a/my/your etc. Use simple prepositions: up/down/ in /into Begin to use simple connectives and some to make compound sentences: and, but, or	Use pronouns – I, we, she, he, they Start to use different sentence starters (so that not every sentence starts with the same word) Use adjectives to describe Use simple connectives-and, or, but, so, because, when, if, that	Use –'ly' starters-Usually, Eventually, Carefully, Vary openers for sentences Use expanded noun phrases Use adverbs Secure use of compound sentences Use of additional subordinating conjunctions- What/while/ when/where/ because/then/ so that/ if/ to/ until Use of long and short sentences Use of prepositions Use of alliteration Use of similes Use of suffixes

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**Editing Writing**

Re-read their sentences to check that they make sense	Re-read their writing to check it makes sense Check for incorrect capital letters, full stops and finger spaces Begin to make simple additions e.g. adjectives	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, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear
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**Vocabulary, grammar and punctuation**

Use finger spaces Begin to punctuate sentences using a capital letter and a full stop	Develop their understanding of the concepts: Leave spaces between words Use joining words and join clauses using 'and' Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for the personal pronoun I Learn the grammar for year 1 in English Appendix 2 (NC) Begin to use adjectives in their writing	Learn and be able to apply the use of full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Use a capital letter for names of people, places, the days of the week, and the personal pronoun I 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
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		- subordination (using when, if, that, or because) and coordination (using or, and, or but) -the grammar for year 2 in English Appendix 2 - use and understand the grammatical terminology in English Appendix 2 in discussing their writing
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Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?

1. Do the children have a love of writing and understand the purpose they are writing for?
2. Can the children use most of the skills they have learnt naturally in their writing?
3. Are the children able to talk about their writing and share it with others with confidence?