

# Mundeford Community Infants School



## SUBJECT MAPPING – WRITING

### **The National Curriculum says:**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

In order to achieve this by the end of Key Stage One (Teaching Assessment Framework for the Expected Standard):

The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional), write about real events, recording these simply and clearly, demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required, use present and past tense mostly correctly and consistently, use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses, segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others, spell many common exception words, form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters.

## **How do we bring this to life?**

Use role play and first hand experiences to support children in their composition

Use talk for writing to introduce actions and images that bring texts to life as a foundation for writing

Have timetabled sessions to enjoy whole class discussion and immersion in different genres including vocabulary development

Support children to follow their imagination in the creation of their writing

Rehearse learning skills in a wide range of motivating project driven writing opportunities

## **Knowledge Acquiring – explore, find out, discover, research, understand**

The programmes of study for writing at key stage 1 is constructed similarly to those for reading: transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing). Teaching will develop pupils' competence in these two dimensions. Children will be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Skills Development – problem solve, justify, reason, evaluate, practise**

At Mudeford Infants we use talk for writing to underpin children's developing understanding of composition while the technical transcription skills are taught explicitly within Read Write Inc and English lessons. Children use storymaker to support an understanding of text structure and genre specific elements from which they imitate, innovate or invent according to their stage. Each half term children will complete two pieces of independent writing this will comprise one fiction and the second either non-fiction or poetry. In plan, work, recall children will apply their writing skills through purposeful, project related opportunities.

Children should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words correctly and make phonically plausible attempts to spell words they have not yet learnt. They should be able to form individual letters correctly and of a good size when writing across the curriculum, establishing good handwriting habits from the beginning. Children should be able to check back through their writing and edit their work for accuracy in spelling, grammar and punctuation as well as develop their ideas and vocabulary choices. Children should use writing skills to express thoughts and ideas across the curriculum and to demonstrate understanding.

Sequence of Learning – When and how do we facilitate this learning for ... in our school?		
Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Once a month writing</b></p> <p><b>Autumn 1</b>  Sept – All about me (name writing and known sounds – baseline assessment)  Oct - Old MacDonald had a farm (CVC words)</p> <p>Autumn 2  Nov - Firework writing (sounding out for spelling, letter formation, short sentences)  Dec – For Christmas I would like ... (sounding out for spelling, letter formation, developing short sentences)</p> <p>Spring 1  Jan – 3 Little Pigs (sounding out for spelling, letter formation, oral sentence composition, short sentences)  Feb – Experiment Instruction writing (sounding out for spelling, letter formation, oral sentence composition, sentence writing)</p> <p>Spring 2  March – Innovated Handa’s Surprise (innovated to ....’s surprise, local animals, sounding out spelling ccvc, cvcc, oral sentence composition, sentence writing, letter formation, developing CL and full stops)</p>	<p><b>Spelling</b>  (see English Appendix 1)</p> <ul style="list-style-type: none"> <li>Spell: words containing each of the 40+ phonemes already taught, common exception words and the days of the week.</li> <li>Name the letters of the alphabet: naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.</li> <li>Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs, using the prefix un–, using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</li> </ul> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1, write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Sit correctly at a table,</li> <li>Hold a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<p><b>Spelling</b>  Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learn to spell common exception words</li> <li>learn to spell more words with contracted forms</li> <li>learn the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>distinguish between homophones and near-homophones,</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul> <p>Apply spelling rules and guidance, as listed in English Appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>

<p>Summer 1 April - Minibeast descriptions (book - accuracy in sounding out, red word spelling, oral sentence composition, sequence of sentences, letter formation, CL, full stops)</p> <p>May – Farm recount (using photos of visit - accuracy in sounding out, red word spelling, oral sentence composition, sequence of sentences, letter formation, CL, full stops) Farm recount Little red hen</p> <p>Summer 2 June – Goldilocks (ELG - accuracy in sounding out, red word spelling, oral sentence composition, sequence of sentences, letter formation, CL, full stops)</p> <p>July – My time in Reception (ELG - accuracy in sounding out, red word spelling, oral sentence composition, sequence of sentences, letter formation, CL, full stops)</p> <p>Teddy Bears Picnic Goldilocks</p>	<p><b><u>Composition</u></b> Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about, composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discussing what they have written with the teacher or other pupils</li> <li>• reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b><u>Vocabulary, grammar and punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Learn the grammar for year 1 in English Appendix 2</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p><b>Once a month writing</b></p> <p><b><u>Autumn 1</u></b> Sept – Harry and his Bucketful of Dinosaur story Oct – Letter to Mr Pope (Dinosaurs come from seeds) – including a question. Oct – Autumn descriptive writing Dinosaur rumpus story Dinosaurs come from seeds letter Autumn poetry</p>	<p><b><u>Composition</u></b> 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> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</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> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p><b><u>Vocabulary, grammar and punctuation</u></b></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p>
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	<p>Autumn 2  Nov – Innovated Where’s my Teddy  Nov – Brown Bear Brown Bear What did you see?  (Suffixes and question marks)  Dec – Santa Letter  Where’s my teddy?  Christmas story  (Christmas making or instrument making instructions)</p> <p>Spring 1  Jan – 5 part story – Journey to Space  Feb – Planet facts sentence writing(using connectives)  Planet facts  Whatever next story</p> <p>Spring 2  March – Innovated We’re going on a troll hunt  March – Character description of a troll  Going on a troll hunt story  Character descriptions</p> <p>Summer 1  April – Non-fiction book (One page unaided)  May – Hungry Caterpillar 7 days sentences (innovated)  Plants, flowers, minibeasts information texts  Hungry caterpillar story</p> <p>Summer 2  June –  July  Recipe book instruction writing  Kitchen sounds poetry</p>	<p>learning how to use both familiar and new punctuation correctly (see English Appendix 2) including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in English Appendix 2</li> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p><b>Once a month writing</b></p> <p>Autumn 1  Funny Bones  Christchurch Leaflet</p> <p>Autumn 2  Fireworks Poem  Great Fire of London Fact Sheet  Snowman Story</p> <p>Spring 1  Revolting Recipes Instruction Writing  George’s Marvellous Medicine</p> <p>Spring 2  Pirate Recount  Pirate Battle Story</p>
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		Summer 1 Emily's Egg Non-fiction invented animal fact sheet Sound collector poem  Summer 2 Jack and the Beanstalk Plant growing science investigation Mixed up fairytales
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**Aims of a writer leaving our school**

Children will feel confident in their use of the spoken and written word. They will have acquired a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. They will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.