

Mundeford Community Infants School



LONG TERM SUBJECT MAP – WRITING

Aims of a Writer leaving our school

- Have confidence in their ability to express themselves using the written word
- Have a wide vocabulary to be able to convey ideas effectively
- Apply age appropriate spelling, punctuation and grammar rules
- Be able to write for a range of purposes and audiences
- Present handwriting with accurately formed letters of an appropriate size in relation to one another

The National Curriculum says:

EYFS:

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

KS1:

The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

The programmes of study consist of 2 dimensions: transcription (spelling and handwriting) and 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.

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.

How writing is taught:

- Read Write Inc synthetic phonics program including handwriting, spelling and composition
- Talk for writing to support progression from imitation through innovation to invention
- Reading as a writer during whole class storytime
- Discrete English lessons that include handwriting, spelling, grammar and punctuation

Sequence of Learning			
Themes	Reception Key learning	Year 1 Key learning Prior learning	Year 2 Key learning Prior learning
Transcription Spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Spell year R red words</p>	<p>Spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught, common exception words (red words) days of the week. Name the letters of the alphabet: naming the letters of the alphabet in order, Use letter names to distinguish between alternative spellings of the same sound. 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, Use the prefix un–, Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. <p>Apply simple spelling rules and guidance, as listed in English Appendix 1,</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell:</p> <ul style="list-style-type: none"> 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 words with each spelling, including a few common homophones learn to spell common exception words learn to spell more words with contracted forms learn the possessive apostrophe (singular) [for example, the girl’s book] distinguish between homophones and near-homophones, add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly use knowledge of compound words to support spelling <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Transcription Handwriting	<p>Write recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> Sit correctly at a table, Hold a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another 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 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.

<p>Composition</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about, • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discussing what they have written with the teacher or other pupils • reading aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • 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 <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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] <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
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<p>Vocabulary, grammar and punctuation</p>	<p>Children begin to apply capital letters and full stops when writing sentences</p>	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learn the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Develop their understanding of the concepts set out in English Appendix 2 by: 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"> • 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 • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English Appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing – adjective, adverb, tense (past, present) comma
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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community	Celebrations	Medieval Mayhem	Around the World	Animal Adventures	Time for a Story
Transcription Spelling	Segment to apply set 1 and 2 sounds for spelling					
	Learn sequence of Reception red words for common exception word spelling					
	Write letters in response to hearing sound .	Orally segment the sounds in a CVC word.	Spell words by identifying sounds in them and representing the sounds with a letter or letters (CVC words)	Use developing phonic knowledge to sound out longer words for spelling (eg ccvc and cvcc words)	Use knowledge of sounds and the spell red words accurately	
Transcription Handwriting	Identify preferred dominant hand and begin to form letters as part of mark making activities.	Develop control in mark making activities. Write recognisable letters, most of which are correctly formed.		Begin to understand letter sizes in relation to one another	Form letters accurately, starting and finishing in the right place and with the correct orientation	
Composition			Write simple phrases and sentences that can be read by others (Hold a sentence)	Write simple phrases and sentences that can be read by others (Build a sentence)	Re read writing to make sure that it makes sense	
Vocabulary, grammar and punctuation				Children begin to understand how to use capital letters and full stops when writing sentences	Children begin to apply capital letters and full stops	Understand the meaning of: Sound, letter, word, red word, finger space and be able to use this to talk about their writing

Storymaker	<p>Silly Soup</p> <p>I have ten little fingers</p>	<p>Firework poem</p> <p>Christmas – Can I have a ...</p>	<p>Story maker – Castle facts “In the Castle”</p> <p>Story-maker – fictional fairy tale – innovated</p>	<p>Penguin storymap</p> <p>At the farm I met a ...</p>	<p>– Story maker</p> <p>Information text on animals (Farm based)</p> <p>What am I?</p>	
Superhero writing	<p>Sept – All about me (name writing and known sounds – baseline assessment)</p> <p>Oct – pictures of CVC words to assess initial sounds</p>	<p>Nov - Firework writing</p> <p>Dec – To Santa Can I have a ...</p>	<p>Jan – In the Castle</p> <p>Feb – Fairytale story map</p>	<p>March –Fred the penguin</p> <p>CVCC / CCVC writing frames – can chn compose their own sentence about a</p>	<p>April – I went to the farm and I met a ...</p> <p>May –Guess the Minibeast – What am I?</p>	<p>June – Little Red Riding Hood</p> <p>July – Guess my fairytale character</p>

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Troll Autumn and Harvest	Shake, Rattle and Roll Winter Wonderland	Dinosaur Rumpus	Destination Unknown Easter	Operation Planet Protectors	The Mudford Bake Off Judaism
Transcription Spelling	Segment to apply set 2 and 3 sounds for spelling drawing attention to alternate spelling patterns when appropriate (eg ow and oa) using letter names (from yellow group)					
	Learn sequence of year one red words for common exception word spelling					
		Name the letters of the alphabet	Use suffixes -s and -es for plural nouns (eg cats and boxes) and third person verbs (eg he jumps and he passes)	Use prefix un-	Spell days of the week	Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words
Transcription Handwriting	Sit correctly at a table holding pencil comfortably and correctly Form all lower case letters correctly starting and finishing in the right place	Form capital letters accurately	Understand which letters belong to which handwriting families and being to form letters of a correct size in relation to one another			
Composition	Think it, say it, write it, read it Say sentence out loud before writing it	Sequence sentences to form short narrative	Re-read writing to make sure that it makes sense	Discuss writing with teachers and peers	Read aloud writing clearly enough to be heard by peers and teachers	
Vocabulary, grammar and punctuation	Use appropriately sized finger spaces between words	Punctuate sentences with capital letters and full stops	Punctuate sentences with question marks and exclamation marks	Join words and clauses using conjunction and	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Understand the meaning of: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark and be able to use this to talk about their writing

Storymaker						
Superhero writing	<u>Autumn 1</u> Going on a hunt-(F)	<u>Autumn 2</u> Clink the robot (F) Brown Bear (poetry) (segmenting for spelling assessment focus)	<u>Spring 1</u> Letter to Mr Pope (NF) Harry and his bucket of toys (F)	<u>Spring 2</u> Factsheet about transport (NF) Whatever Next! (F)	<u>Summer 1</u> Fact sheet about plants (NF) Jack and the Beanstalk (F)	<u>Summer 2</u> Supertato (F) Instruction writing for pancakes (NF)

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creepy Christchurch	Pirate Island Christmas	Food Glorious Food	Brilliant Britain Easter	Art Beat	Islam Caring for Our Coast
Transcription Spelling	Segment to apply set 2 and 3 sounds for spelling drawing attention to alternate spelling patterns (eg ow, oa and o-e) using letter names (from yellow group) Apply sounds from the year 2 spelling appendix Learn sequence of year two red words for common exception word spelling					
	Highlight alternate spelling patterns to support learning of homophones	Learn to spell words with contracted forms		Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly Learn to use the possessive apostrophe		
Transcription Handwriting	Form all upper and lower case letters correctly and with accurate relative sizing	Use spacing between words of an appropriate size	Start using some diagonal and horizontal joins			
Composition	Write narratives about personal experiences and those of others (real and fictional) Say out loud what they are going to write about using storymaker	Write poetry Plan by writing/drawing key ideas/words including new vocab Proof read to check for errors in spelling, grammar and punctuation	Encapsulate ideas sentence by sentence ReRead to check that writing makes sense and tenses are correct and consistent	Write about real events Evaluate writing with teacher and peers	Write for a range of purposes Read aloud writing with appropriate intonation	

Vocabulary, grammar and punctuation	<p>Learn about sentences in different forms: statements, questions, exclamations and commands.</p> <p>Learn how to use full stops, question marks and exclamation marks accurately</p>	<p>Learn how to use apostrophes for contracted forms</p> <p>Learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Learn how to use commas in a list</p> <p>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Learn how to use apostrophes for possession</p> <p>Learn how to use the present and past tenses correctly and consistently, including the progressive form</p>		<p>Understand the meaning of: noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p> <p>Use this terminology when discussing writing</p>
Storymaker	<p>Battle of Mundeford</p> <p>Christchurch Leaflet</p>	<p>Pirate Day recount</p> <p>Pirate Battle story</p>	<p>Revolting Recipes Instruction Writing</p> <p>George's Marvellous Medicine</p>	<p>St George and the dragon</p> <p>Gunpowder plot factsheet</p>	<p>Non-fiction invented animal fact sheet</p> <p>Billy Goats Gruff Mixed up fairytales</p>	<p>Magic box poem</p> <p>The Magic Paintbrush</p>
Superhero writing	<p>Autumn 1</p> <p>Battle of Mundeford</p> <p>Christchurch Leaflet</p> <p>Autumn Poetry</p>	<p>Autumn 2</p> <p>Pirate Day recount</p> <p>Pirate Battle story</p> <p>Letter to Santa</p> <p>Snowman story</p>	<p>Spring 1</p> <p>Revolting Recipes Instruction Writing</p> <p>George's Marvellous Medicine</p>	<p>Spring 2</p> <p>St George and the dragon</p> <p>Gunpowder plot factsheet</p>	<p>Summer 1</p> <p>Emily and the Egg</p> <p>Mini Marathon recount</p> <p>Hosting a street party</p> <p>Non-fiction invented animal fact sheet</p> <p>Billy Goats Gruff Mixed up fairytales</p> <p>Jack and the beanstalk</p>	<p>Summer 2</p> <p>Plant growing science investigation</p> <p>Sound collector poem</p> <p>The magic paintbrush</p> <p>Little Red Riding Hood</p> <p>Day the crayons quit</p> <p>Magic box poem</p>