

Holy Family Catholic Primary School

Writing INTENT – EYFS and KSI

	EYFS	Year 1	Year 2
Skills – transcription (spelling and handwriting)	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • Some words are spelt correctly and others are phonetically plausible. 	<p>SPELLING</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • Naming the letters of the alphabet in order. • Using 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. • Add prefixes and suffixes using the prefix un- • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size 	<p>SPELLING</p> <ul style="list-style-type: none"> • 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 common homophones • Learning to spell common exception words distinguishing between homophones and near-homophones • Learning the possessive apostrophe (singular): e.g. the girl's book • Learning to spell more words with contracted forms • 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 <p>HANDWRITING</p> <ul style="list-style-type: none"> • Consistently Form lower-case letters of the correct size relative to one another • Secure 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

		<ul style="list-style-type: none"> • 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 practice these • 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 	<ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters
<p><i>composition (articulating ideas and structuring them in speech and writing)</i></p>	<ul style="list-style-type: none"> • They write simple sentences which can be read by themselves and others. 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words <p>GRAMMAR</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and <p>PUNCTUATION</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks and exclamation marks to demarcate sentences <p>COMPOSITION</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 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify: e.g. the blue butterfly <p>GRAMMAR</p> <ul style="list-style-type: none"> • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use sentences with different forms: statement, question, exclamation, command • Use the present and past tenses correctly and consistently including the progressive form • Use some features of written Standard English <p>PUNCTUATION</p> <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name). <p>COMPOSITION</p> <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 • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • encapsulating what they want to say, sentence by sentence • writing down ideas and/or key words, including new vocabulary
<p><i>Plan, revise and evaluate</i></p>		<ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 	<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 (e.g. ends of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear

Engagement

Children have opportunities to engage in writing through sharing stories and picture books. Engaging writing and mark making opportunities are set up within continuous provision to allow children to develop their writing and mark making skills. e.g. writing instructions for pumpkin soup.

Children have opportunities to engage in their writing daily through class based texts and picture books. Teachers provide opportunities for children to engage with writing within the wider curriculum e.g. writing letters to the Woodland Trust, creating diary entries based on famous historical figures. Links between Art and writing provide children with meaningful opportunities to display high quality writing with high quality art work. Teachers provide opportunities for children to write for real and meaningful purposes throughout the school year.