



# Girnhill Infant School

‘Where everyone is valued and futures matter’

Writing		
EYFS		
<p><b>Aims:</b></p> <p><b>Playing and Exploring/Engagement</b></p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> <p><b>Active Learning/Motivation</b></p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and Thinking Critically/Thinking</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>		
Intent	Implementation	Impact
<p><b>In EYFS at Girnhill Infant School we provide a stimulating and high quality Writing Early Years Curriculum by ensuring challenging and playful opportunities. We understand the need for high quality environments and meaningful interactions, which enable children to develop their understanding of phonics and sentence structure.</b></p>	<p>Our writing curriculum enables children to become a developing writer through high quality provision, which includes:</p> <p><b>Teaching sequence:</b>            Planning and delivery follows Rosenshine’s Principles in action –</p>	<p><b>Outcomes:</b>            Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the ‘knowing more and remembering more’ principle.            From monitoring this demonstrates that:</p>



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**We are ambitious in our expectations of all pupils, ensuring strong cross curricular links are made to develop children holistically:**

- Children will be introduced to writing subject specific vocabulary that a writer would use.
- Children will develop their understanding of linguistic devices and apply these when writing a sentence
- Children will be fluent in their understanding of sentence structure and apply this to a variety of contexts using their phonetic knowledge to spell words correctly.
- Children will use their acquired language to critically evaluate their own work and the work of others.

**Planning:**

Writing is planned using Read, Write Inc and writing skill progression grids ensuring a considered sequence of experiences including key vocabulary and knowledge.

**Curriculum:**

Children use their phonic knowledge to write words in ways which match their spoken sounds.

1. Daily review in the form of Flashcards of vocabulary, application of phonic knowledge through the use of 'Fred Fingers' and proofreading sentences to check for magic 5.
2. Present new material in small steps using the writing progression grid and the RWI scheme of learning, breaking down large objectives into small manageable chunks of learning and introducing new language and writing concepts.
3. Ask questions which are appropriately pitched and offer a varying degree of complexity in order to meet need and address misconceptions.
4. Provide models such as guided practise of using 'Fred Fingers' and modelling a sentence structure.
5. Guide student practice of writing skills through verbal feedback and marking in the moment.
6. Check for pupils understanding of concepts through the use of questioning.
7. Obtain a high success rate
8. Provide scaffolds for different tasks through the use of adult support to hold a sentence.



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They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### Research:

##### Closing the vocabulary gap:

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.
- Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later.
- Language and vocabulary are vital skills in enabling children to understand linguistic devices and critically evaluate their own and others writing.

##### Rosenshine’s principles in action:

- Conceptual information initially enters our working memory. Working memory is rather small and only small amounts of information can be absorbed at once. New information is only moved from

9. Independent practice
10. Weekly and monthly review through the use of learning journeys and flashcards of vocabulary.

#### Provision & Resources:

Children have a range of writing equipment readily available to explore and investigate within their environment.

#### Staff Knowledge:

Staff have produced and developed EYFS next steps skills progression for writing. These are evident in provision and support staff in resourcing, enhancing and providing children with necessary learning opportunities to move learning forwards. Children are monitored and tracked against the same criteria.

#### Teaching:

Children are taught the fundamental skills in writing through explicit taught sessions which follow a specific sequence of rehearsing and repeating, sorting, building, holding and writing. Children are taught to practise, use and apply these skills independently and collaboratively throughout their learning environment.



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working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

- A specific teaching sequence is fundamental in writing in order to help children ‘know more and remember more’. Children need to be able to rehearse, repeat, sort, build, hold and write a sentence.

Children develop their writing subject specific vocabulary through explicit teaching of writing vocabulary and definitions.

Children develop understanding of linguistic devices and a wide range of language choices through exposure to a range of fiction and non-fiction subject specific texts.

#### **Learning Environment:**

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Working Walls also included modelled/guided examples to support children.

#### **Assessment:**

Writing is assessed through half-termly teacher assessment against the ELG’s. This is evidenced in children’s learning journeys through: photographic demonstration of skill, pupil voice focusing on the writing terminology, understanding of linguistic devices and evidence of application in sentence structure and content.



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## Key Skills in the Early Years

Personal, social and emotional development	Communication and language	Physical development	Literacy	Mathematics	Understanding of the world	Expressive arts and design
<p><b>Making relationships</b></p> <p>Play cooperatively, taking turns.</p> <p>Listen to the ideas of others.</p> <p>Show sensitivity to others.</p> <p>Form positive relationships.</p> <p><b>Self-confidence and self-awareness</b></p> <p>Try new activities with confidence.</p> <p>Speak to others.</p> <p>Ask for help.</p> <p><b>Managing feelings and behaviour</b></p> <p>Talk about feelings.</p> <p>Talk about behaviour.</p> <p>Describe behaviour that is wrong.</p> <p>Work as part of a group or class.</p> <p>Follow rules.</p> <p>Adapt behaviour for the situation.</p> <p>Accept changes to routine.</p>	<p><b>Listening and attention</b></p> <p>Listen attentively.</p> <p>Anticipate key events.</p> <p>Make relevant responses.</p> <p>Give attention to others.</p> <p><b>Understanding</b></p> <p>Follow instructions.</p> <p>Answer ‘how’ and ‘why’ questions about events.</p> <p><b>Speaking</b></p> <p>Can express ideas to an audience.</p> <p>Describe events in the past, present and future.</p> <p>Develop narratives and explanations.</p>	<p><b>Moving and handling</b></p> <p>Show good coordination (large and small scale).</p> <p>Move confidently.</p> <p>Negotiate space.</p> <p>Handle equipment and tools.</p> <p><b>Health and self-care</b></p> <p>Understand the importance of exercise and diet for good health.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Dress independently.</p> <p>Wash independently.</p> <p>Go to the toilet independently.</p>	<p><b>Reading</b></p> <p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Read some common, irregular words.</p> <p>Demonstrate to others an understanding of reading.</p> <p><b>Writing</b></p> <p>Use phonic knowledge to write words.</p> <p>Write some irregular common words.</p> <p>Write simple sentences.</p> <p>Spell some words correctly.</p> <p>Spell some words in a phonetically plausible way.</p>	<p><b>Numbers</b></p> <p>Count reliably with numbers from 1 to 20.</p> <p>Place numbers from 1 to 20 in order.</p> <p>Represent numbers.</p> <p>Add and subtract.</p> <p>Solve problems.</p> <p><b>Shape, space and measure</b></p> <p>Use measurements.</p> <p>Recognise, create and describe patterns.</p> <p>Describe objects and shapes.</p>	<p><b>People and communities</b></p> <p>Talk about past and present events.</p> <p>Show sensitivity to the likes and dislikes of others.</p> <p>Know the similarities and differences between themselves and others.</p> <p><b>The world</b></p> <p>Learn in familiar places.</p> <p>Observe and describe environments.</p> <p><b>Technology</b></p> <p>Recognise the uses of technology.</p> <p>Use technology for a purpose.</p>	<p><b>Exploring and using media and materials</b></p> <p>Sing songs.</p> <p>Make music.</p> <p>Dance.</p> <p>Use tools and materials safely.</p> <p><b>Being imaginative</b></p> <p>Use media and materials imaginatively.</p> <p>Represent ideas, thoughts and feelings through design, technology, art, music, dance, role-play and stories.</p>



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## Writing

	22–36 months	30–50 months	40–60+ months
Use phonic knowledge to write words	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Hear and say the initial sound in words.</li><li>• Can segment the sounds in simple words and blend them together.</li><li>• Link sounds to letters, naming and sounding the letters of the alphabet.</li></ul>
Write some irregular common words	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Not applicable at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Write own name and other things such as labels, captions.</li><li>• Write some irregular words, such as was, of, the, to, you, I, is, said, that, he, his, she, her, for, are, as, they, we, were, be, this, have, or, one, by, what, with, then, do, and there.</li></ul>
Write simple sentences	<ul style="list-style-type: none"><li>• Can distinguish between the different marks they make.</li></ul>	<ul style="list-style-type: none"><li>• Sometimes give meaning to marks as they draw and paint.</li><li>• Ascribe meanings to marks that they see in different places.</li></ul>	<ul style="list-style-type: none"><li>• Begin to break the flow of speech into words.</li><li>• Attempt to write short sentences in meaningful contexts.</li><li>• Give meaning to marks they make as they draw, write and paint.</li></ul>



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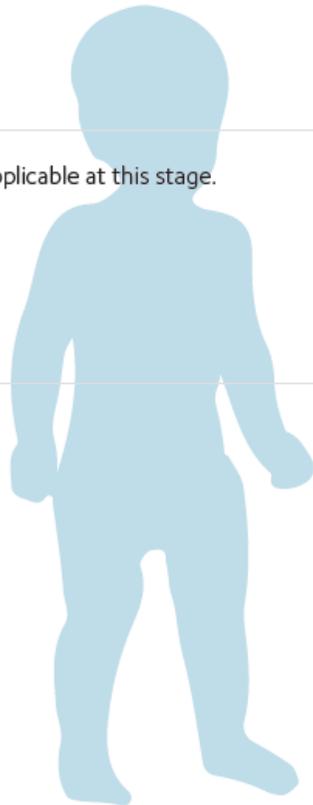
## Writing

Spell some words correctly

Spell some words in a phonetically plausible way

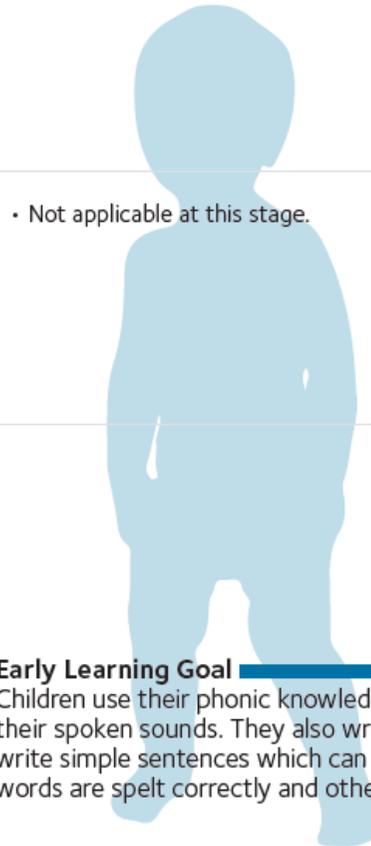
22–36 months

- Not applicable at this stage.



30–50 months

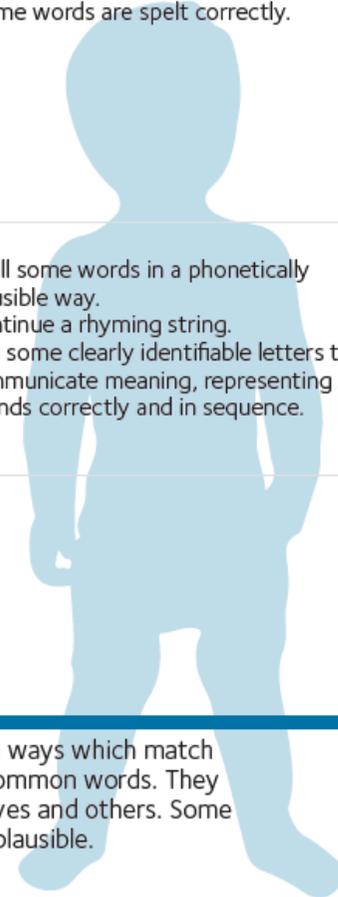
- Not applicable at this stage.



40–60+ months

- Some words are spelled correctly.

- Spell some words in a phonetically plausible way.
- Continue a rhyming string.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.



### Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible.



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## Moving and handling

	22–36 months	30–50 months	40–60+ months
Show good coordination (large and small scale)	<ul style="list-style-type: none"><li>• Run safely on whole foot.</li><li>• Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands.</li></ul>	<ul style="list-style-type: none"><li>• Mount stairs, steps or climbing equipment using alternate feet.</li><li>• Walk downstairs, two feet to each step, whilst carrying a small object.</li><li>• Can stand momentarily on one foot when shown.</li><li>• Can catch a large ball.</li></ul>	<ul style="list-style-type: none"><li>• Jump off an object and land appropriately.</li><li>• Show increasing control over an object when pushing, patting, throwing, catching or kicking it.</li></ul>
Move confidently	<ul style="list-style-type: none"><li>• Walk upstairs or downstairs holding onto a rail.</li></ul>	<ul style="list-style-type: none"><li>• Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping sliding and hopping.</li></ul>	<ul style="list-style-type: none"><li>• Experiment with different ways of moving.</li><li>• Travel with confidence and skill around, under, over and through balancing and climbing equipment.</li></ul>
Negotiate space	<ul style="list-style-type: none"><li>• Climb confidently and begin to pull themselves up on climbing equipment.</li><li>• Can kick a large ball.</li></ul>	<ul style="list-style-type: none"><li>• Run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</li></ul>	<ul style="list-style-type: none"><li>• Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li></ul>



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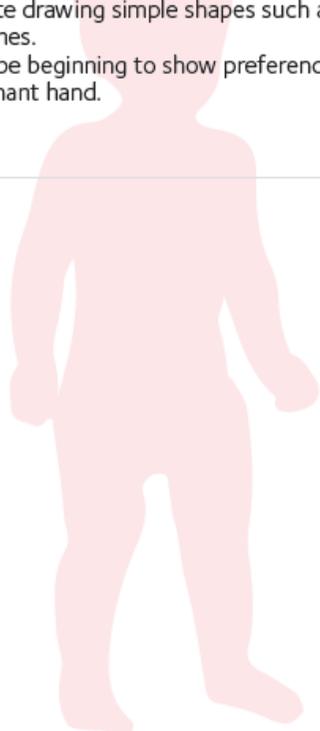
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### Moving and handling



22–36  
months

- Turn pages in a book, sometimes several at once.
- Show control in holding and using jugs, hammers, books and mark-making tools.
- Begin to use three fingers (tripod grip) to hold writing tools.
- Imitate drawing simple shapes such as circles and lines.
- May be beginning to show preference for dominant hand.



30–50  
months

- Draw lines and circles using gross motor movements.
- Use one-handed tools and equipment.
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold pencil near point between first two fingers and thumb and use it with good control.
- Can copy some letters.



40–60+  
months

- Use simple tools to effect changes to materials.
- Handle tools, objects, construction and malleable materials safely and with increasing control.
- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.



#### Early Learning Goal

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



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<b>Objective: Pre-writing</b>			
<b>Initial</b>	→	→	<b>Final</b>
To make marks as a sensory experience  e.g. cornflour gloop, shaving foam, glitter etc	To know to hold a pencil/mark making utensil to make marks  To make a mark and give some meaning  e.g. draw a picture – that’s me	To hold a pencil using a more effective grip  To decide on a dominant hand  To begin to form lines and circles in large and small movements	To copy some letters from name  To be able to copy letters to write first name

<b>Objective: To segment sounds in a CVC word to spell</b>				
To know GPC for phase 2 sounds  e.g. recognises that magnetic letter ‘s’ makes the ‘s’ sound	To know and find/write the initial sound in a CVC word  e.g. write or use magnetic letter ‘p’ to identify the initial sound in pan.	To know and find/write the final sound in a CVC word  e.g. write or use magnetic letter ‘n’ to identify the final sound in pan.	To know and find/write the middle vowel sound in a CVC word  e.g. write or use magnetic letter ‘a’ to identify the middle vowel sound in pan.	To be able to hear and write all sounds in a CVC word, writing them in the correct order



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<b>Objective: To write a simple sentence</b>			
<b>Initial</b>	→	→	<b>Final</b>
To write a CVC word (physically write or to build with magnetic letters)	To write a simple 2 or 3 word caption e.g. the dog or the big dog (some awareness of simple phase 2 know it say it words and high frequency words e.g. a, it, in, on, the)	To write a more complex caption using more words  The big dog on the hill.  (some understanding of finger spaces)	To write a simple sentence using magic 5 (finger spaces, full stop and capital letter)



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<b>Objective: To write some common irregular words (Know it say it words)</b>			
<b>Initial</b>	→	→	<b>Final</b>
To recognise a know it say it word	To write a know it say it word in isolation writing the letters in the correct order	To write know it say it word in a caption	To write know it say it words in a sentence  Increasing the difficulty of the know it say it words



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Understanding the concept of a sentence			
<ul style="list-style-type: none"> <li>• Verbalise a sentence</li> <li>• Rehearse and repeat a sentence (hold a sentence)</li> <li>• Build a sentence (cut up sentence)</li> <li>• Write a sentence</li> </ul>			
Early Years			
	Composition	Transcription	Spelling, Grammar and Punctuation
Skill	<ul style="list-style-type: none"> <li>• Recognise and say set 1 and set 2 phonemes</li> <li>• Recognise corresponding grapheme to phoneme for set 1 and set 2 sounds</li> <li>• Orally blend set 1 and set 2 sounds to say words</li> <li>• Blending to read CVC words using set 1 and set 2 sounds</li> <li>• Building CVC words using set 1 and set 2 sounds, using Fred Fingers to represent each sound in the word.</li> <li>• Write CVC words using set 1 and set 2 sounds using Fred Fingers to represent each sound in the word.</li> <li>• Repeat a simple sentence dictated by an adult</li> <li>• Rehearse a simple sentence independently</li> <li>• Hold a simple sentence, counting how many words are included in the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct writing posture at table (bottom to back of chair, feet flat on floor, encouraging tripod grip).</li> <li>• Use RWI handwriting rhymes to support correct letter formation.</li> <li>• Use correct formation for capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce capital letter at the start of a sentence.</li> <li>• Introduce finger spaces in between words</li> <li>• Introduce full stop at the end of a sentence.</li> <li>• Proofreading sentences to check for errors and make corrections.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Build a sentence using word cards and check it makes sense.</li> <li>• Write a simple sentence including a noun and check it makes sense. E.g. The cat is big.</li> <li>• Build up stamina for writing by increasing the number of words in sentences and writing more than one sentence.</li> </ul>		
Vocabulary	Sound Letter Word Sentence Noun	Formation	Capital Letter Full Stop Finger Space
National Exemplification	<p>On sata day I          Went to the          met ro doam          Ts wa ma na Pla a wiv x          T Wen on the side</p> <p>I WENT to          Landa I sor dnosga          bong I WENT to          the moys E E ser          m</p>		



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once a photo time  
then I had a boy  
with his Mum  
he had his cow  
to the magic  
he saw a old man  
who said the  
magic being  
mummy said there  
a wal

I got a sgab from the wot seds  
and went to the kat van with  
my bruv and my mom and dad  
and hane and gran dad. and  
my cug and kug m.



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School Exemplification

Dad is on the fun.  
Mum is at the beach.

W U N S V P O N (2)  
a tin of gold  
Went to the  
hairs she at  
baby lets pot  
she sets on  
baby lets cher  
a nd to blat

kipper is making Jam.  
The tedi is working.

The queen  
has a flown and a crown  
The queen has a  
The king  
made a queen  
if abc  
queen



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## Writing

### KS1

#### Aims:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

**Intent**

**Implementation**

**Impact**



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**In KS1 at Girnhill we believe in the importance of promoting high standards of language and literacy by equipping pupils with the necessary skills to be confident in their use of spoken and written language, and to develop their love of literature through widespread reading to develop exposure to high quality language and to understand the use and placement of linguistic devices.**

**We are ambitious in our expectations of all pupils, ensuring strong cross curricular links are made to develop children holistically:**

- Children will be introduced to a wide range of subject specific vocabulary that a writer would use.
- Children will develop an understanding of linguistic devices and apply these in their own writing.
- Children will be able to write clearly with accurate spelling, adapting their writing dependent upon audience, genre and style.
- Children will be able to use the wide range of language they have acquired to critically evaluate their own work and the work of others.

Our writing curriculum enables children to become a developing writer through high quality provision, which includes:

**Teaching sequence:**

Planning and delivery follows Rosenshine's Principles in action –

1. Daily review in the form of Flashcards of vocabulary, application of phonic knowledge and proofreading sentences
2. Present new material in small steps using the writing progression grid and the RWI scheme of learning, breaking down large objectives into small manageable chunks of learning and introducing new language and writing concepts.
3. Ask questions which are appropriately pitched and offer a varying degree of complexity in order to meet need and address misconceptions.
4. Provide models such as guided practise' and modelling of sentence structure, grammar, punctuation and spelling rules.
5. Guide student practice of writing skills through verbal feedback and marking in the moment.

**Outcomes:**

Children demonstrate their understanding of key vocabulary through pupil voice evident during lesson observations and working folders. Pupil voice focuses on the 'knowing more and remembering more' principle and this is also evident through writing books.

From monitoring this shows that:



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#### **Planning:**

Writing is planned using Read, Write Inc and writing skills progression grid ensuring a considered sequence of experiences including key vocabulary, knowledge, fluency in skill and evaluation.

#### **Research:**

##### **Closing the vocabulary gap:**

- Between birth and 48 months, professional parents speak 32 million more words to children than those from disadvantaged families – herein lies the vocabulary gap.
- Vocabulary size at 28 months equates to linguistic and cognitive ability at age 8.
- Vocabulary at 5 – 7 is a direct predictor of comprehension 10 years later.
- Language and vocabulary are vital skills in enabling children to understand linguistic devices and critically evaluate their own and others writing.

##### **Rosenshine’s principles in action:**

- Conceptual information initially enters our working memory. Working memory

6. Check for pupils understanding of concepts through the use of questioning.
7. Obtain a high success rate
8. Provide scaffolds for different tasks through the use of adult support to hold a sentence.
9. Independent practice

#### **Teaching:**

Children are taught the fundamental skills in writing through explicit taught sessions. Lessons will follow a specific teaching sequence that allows children to focus on developing consistent and accurate sentences, applying their phonic knowledge and linguistic devices appropriately. Lessons will begin with a daily review. This will incorporate the children looking back at what they have learnt the previous session. This may also encapsulate weekly and termly review by children revisiting learning from the previous week, month or year. Children will then be learning new material following the coherent sequence outlined in the progression grid. Children will be developing the fundamentals of sentence structure and content. This is through the process of rehearsing and



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is rather small and only small amounts of information can be absorbed at once. New information is only moved from working memory to long-term memory if we can connect it to knowledge that we already have (our schema). As a result of this, prior knowledge is a major factor in our capacity to learn new information therefore a specific teaching sequence needs to be implemented based upon daily, weekly and termly review.

- A specific teaching sequence is fundamental in writing in order to help children ‘know more and remember more’. Children need to be able to rehearse, repeat, sort, build, hold and write a sentence.

repeating a sentence, sorting and building a sentence, holding and writing a sentence. Children develop their writing subject specific vocabulary through explicit teaching of vocabulary and definitions. Children are then expected to use taught vocabulary to analyse and evaluate their own work and the work of others.

Children develop understanding of linguistic devices and a wide range of language choices through exposure to a range of fiction and non-fiction subject specific texts.

#### **Learning Environment:**

Learning environments and working walls focus on the skills and subject specific vocabulary. Children use these to support their learning and development. Working Walls also demonstrate modelled examples of writing.

#### **Knowledge Organisers :**

These provide a clear guide to key writing vocabulary and linguistic devices, pre-requisite knowledge needed to understand the skill and writing visual prompts.

#### **Enrichment:**



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	<p>Writing enrichment opportunities are carefully selected to enhance learning opportunities for children by demonstrating real life contextual writing.</p> <p><b>Assessment:</b> Children are assessed by their use of the subject specific vocabulary (pupil voice), evidence of the linguistic devices in writing and application of phonic knowledge and spelling rules in writing samples. Children are assessed as ‘Working Towards’, ‘Working At’ or ‘Working Above’ Age Related Expectations.</p>	
<b>Curriculum</b>		
<p><b>Transcription</b></p> <p><b>Year 1 Programme of Study</b></p> <ul style="list-style-type: none"> <li>• spell:             <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> </li> <li>• name the letters of the alphabet:             <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> </ul> </li> </ul>	<p>RWI speed sound lesson            RWI word time lesson            RWI reading session            RWI get writing session            Rehearse and repeat a sentence            Sort and build a sentence            Hold and write a sentence</p>	



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<ul style="list-style-type: none"><li>• using letter names to distinguish between alternative spellings of the same sound</li><li>• add prefixes and suffixes:<ul style="list-style-type: none"><li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li><li>• using the prefix un–</li><li>• 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></li><li>• apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li></ul> <p><b>Year 2 Programme of Study</b></p> <ul style="list-style-type: none"><li>• spell by:<ul style="list-style-type: none"><li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li><li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li></ul></li></ul>		
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<ul style="list-style-type: none"><li>• learning to spell common exception words</li><li>• learning to spell more words with contracted forms</li><li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>• distinguishing between homophones and near-homophones</li><li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li><li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li></ul>		
<p><b>Handwriting</b></p> <p><b>Year 1 Programme of Study</b></p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding 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></ul>	<p>RWI speed sound lesson RWI get writing</p>	



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<ul style="list-style-type: none"> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul> <p><b>Year 2 Programme of Study</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><b>Composition</b></p> <p><b>Year 1 Programme of Study</b></p> <ul style="list-style-type: none"> <li>• write sentences by:             <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> </ul> </li> </ul>	<p>RWI speed sound lesson            RWI word time lesson            RWI reading session            RWI get writing session            Rehearse and repeat a sentence            Sort and build a sentence            Hold and write a sentence</p>	



## Girnhill Infant School

### 'Where everyone is valued and futures matter'

<ul style="list-style-type: none"><li>• 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>• discuss what they have written with the teacher or other pupils</li><li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li></ul> <p><b>Year 2 Programme of Study</b></p> <ul style="list-style-type: none"><li>• develop positive attitudes towards and stamina for writing by:<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></li><li>• consider what they are going to write before beginning by:<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></ul></li></ul>		
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## ‘Where everyone is valued and futures matter’

<ul style="list-style-type: none"> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:             <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading 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>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>		
<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>Year 1 Programme of Study</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:             <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using ‘and’</li> </ul> </li> </ul>	<p>RWI speed sound lesson            RWI word time lesson            RWI reading session            RWI get writing session            Rehearse and repeat a sentence            Sort and build a sentence            Hold and write a sentence</p>	



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## 'Where everyone is valued and futures matter'

<ul style="list-style-type: none"><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>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li><li>• use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing</li></ul> <p><b>Year 2 Programme of Study</b></p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:<ul style="list-style-type: none"><li>• learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li><li>• learn how to use:<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></ul></li></ul></li></ul>		
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<ul style="list-style-type: none"> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• the grammar for year 2 in <a href="#">English appendix 2</a></li> <li>• some features of written Standard English</li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</li> </ul>		
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<p><b>Understanding the concept of a sentence</b></p> <ul style="list-style-type: none"> <li>• Verbalise a sentence</li> <li>• Rehearse and repeat a sentence (hold a sentence)</li> <li>• Build a sentence (cut up sentence)</li> <li>• Write a sentence</li> </ul>			
<b>Year 1</b>			
	<b>Composition</b>	<b>Transcription</b>	<b>Spelling, Grammar and Punctuation</b>
<b>Skill</b>	<ul style="list-style-type: none"> <li>• Recognise and say set 1, 2 and 3 phonemes</li> <li>• Recognise corresponding graphemes for set 1,2 and 3 phonemes.</li> <li>• Orally blend set 1,2 and 3 sounds to say words, encouraging Fred in your head.</li> <li>• Blending to read words using set 1,2 and 3 sounds.</li> <li>• Write words using set 1, 2 and 3 sounds, using the speed sound</li> </ul>	<ul style="list-style-type: none"> <li>• Correct writing posture at table (bottom to back of chair, feet flat on floor, encouraging tripod grip.</li> <li>• Use RWI handwriting rhymes to support correct letter formation.</li> <li>• Use correct formation for capital letters.</li> <li>• Form digits 0 - 9 correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Using capital letters for people, days of the week, places and personal pronoun I</li> <li>• Name the letters of the alphabet in order</li> <li>• Spell common exception words accurately</li> <li>• Spell days of the week accurately</li> <li>• Using letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add prefix (-un)</li> </ul>



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	<p>chart to make accurate spelling choices.</p> <ul style="list-style-type: none"> <li>Repeat a more complex sentence dictated by an adult</li> <li>Rehearse a more complex sentence independently</li> <li>Hold a more complex sentence, counting how many words are included in the sentence.</li> <li>Write a more complex sentence and check it makes sense.</li> <li>Joining words and clauses using 'and'.</li> <li>Sequence sentences to form short narratives..</li> </ul>		<ul style="list-style-type: none"> <li>Add suffix (-s/-es) using rule as the plural marker for nouns and the third person singular marker for verbs</li> <li>Add suffixes (-ing, -ed, -er and -est) where no change is needed to the spelling of the root word e.g. regular verb</li> <li>Use a wider range of punctuation within sentences e.g. question mark and exclamation mark</li> <li>Proofreading sentences to check for errors and make corrections.</li> </ul>
Vocabulary	Phoneme Grapheme Blend Letter Word Sentence Conjunction Narrative Sequence Noun Adjective Verb	Formation Capital Letters Lowercase Letters Digits	Capital Letters Pronoun Alphabet Common Exception Words Prefix Suffix Plural Verb Punctuation



## Girnhill Infant School

'Where everyone is valued and futures matter'

### School Exemplification

206 Feb  
Cannon Hall farm  
on Wednesday others went  
on a school trip  
we went to Cannon  
Hall Farm to learn  
more information on  
animals. I was amazed.  
When I got there. First we  
went to the reptiled house  
I saw a gnomes yellow  
and white whidia wright  
Phython and 100 fish and  
more in a naver tance  
came wondar dragons that  
had spikes on its head  
and on its back it was  
bright and Rambow. there  
was a Rambow crab it  
was multicoloured it was  
a little little gray.

How to make a boy baby

you will need

- Plasterline
- straws
- glitter
- ciders
- boogey eyes

First chose your plasterline.  
Next careful to roll the  
plasterline into a ball.  
After that put the worms  
legs on the plasterline.  
then put the eyes into the  
plasterline. Next add a  
bit of glitter on your boy  
baby body. finally put your  
but so put mud on your  
boy baby.



## Girnhill Infant School

'Where everyone is valued and futures matter'

JACK and the beanstalk

Along long time ago, there was a cheeky boy called Jack. He lived with his mother. They were extremely poor and they had in the world was there cow and there cottage. One day Jack's mother said with a sad face we have to sell the cow. Jack said I won't sell my cow but he needed money so he did. He did a crazy trick. He wanted Jack's cow. He gave Jack nineteen magic beans. He said he lost the skin some chickens and got the magic beans. He exchanged for the cow or the beans and when he got home his Mum was gone with Jack. She jumped up and down and said go to your room now. She threw them out. Jack went to see the next day there was a colossal bean stalk.



# Girnhill Infant School

## 'Where everyone is valued and futures matter'

Year 2			
	Composition	Transcription	Spelling, Grammar and Punctuation
Skill	<ul style="list-style-type: none"> <li>Write words using set 1, 2 and 3 sounds, using the speed sound chart to make accurate spelling choices.</li> <li>Repeat a more complex sentence dictated by an adult</li> <li>Rehearse a more complex sentence independently</li> <li>Hold a more complex sentence, counting how many words are included in the sentence.</li> <li>Write a more complex sentence and check it makes sense.</li> <li>Using conjunctions for subordination 'when' 'if' 'that' 'because'</li> <li>Using conjunctions for co-ordination 'and' 'or' 'but'</li> <li>Using extended noun phrases to add description within sentences.</li> <li>Proofreading sentences to check for errors and make corrections.</li> </ul>	<ul style="list-style-type: none"> <li>Correct writing posture at table (bottom to back of chair, feet flat on floor, encouraging tripod grip).</li> <li>Use RWI handwriting rhymes to support correct letter formation.</li> <li>Use correct formation for capital letters.</li> <li>Form digits 0 - 9 correctly.</li> <li>Use diagonal and horizontal strokes for joining letters and understand which letters when adjacent to one another are best left unjoined.</li> <li>Form lower case letters in the correct size, relative to one another.</li> <li>Correct formation of ascending and descending letters in relation to the line.</li> </ul>	<ul style="list-style-type: none"> <li>Write compound words</li> <li>Write homophones</li> <li>Spell common exception words</li> <li>Spell words using contractions</li> <li>Use possessive apostrophe</li> <li>Add suffixes (-ment, -ness, -ful, -less, -ly) using spelling rules</li> <li>Using grammatical patterns in a sentence to write and understand statements, questions, exclamations or commands.</li> <li>Correct choice and consistent use of present and past tense throughout writing.</li> <li>Use of progressive form of verbs in past and present tense.</li> <li>Proofreading sentences to check for errors and make corrections.</li> </ul>
Vocabulary	Word Sentence Subordinating Conjunctions Coordinating Conjunctions Extended Noun Phrase Adjective Noun Verb Adverb	Formation Diagonal Horizontal Join Digits Lowercase Letters Capital Letters Ascending Descending	Compound Words Homophones Common Exception Words Contractions Apostrophe Possessive Apostrophe Statement Question Exclamation



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## 'Where everyone is valued and futures matter'

			Command Present Tense Past Tense
National Exemplification	<p>There were lots of spiders in the attic. Some thing was <del>clap</del> wings behind a *enormas box. I wonder what is in that box thought Eliolet. He crept closer to open the <sup>box</sup> but suddenly a <sup>pigeon</sup> came out from behind the box. <sup>pigeon</sup> Go away! said Eliolet quietly. The <sup>pigeon</sup> <del>se</del> went out the window. <sup>W F</sup> <sup>at</sup> <del>S</del>aid Eliolet that was close.</p>		<p>Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were <del>very</del> deep holes in the <del>floor</del>. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred <del>took</del> <sup>took</sup> them all down stairs. <del>First</del> he opened the silver one which had wires in it. <del>Then</del> <sup>So</sup> he had opened all of them.</p>



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Dear Elliott We know what your machine is it's  
a typewriter

How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to send the paper into the typewriter to print a letter
3. Next push the keys down firmly
4. Now push the silver lever down on the side of the typewriter

5. If you hear a ding that means <sup>you are</sup> your at the end of  
the line ding! ding!

6. You can't take any thing <sup>away</sup> off if you make a  
mistake! ~~but~~ space

I hope you learn how to use your typewriter  
love from [redacted] xxx Now you can type letters  
to me.

My dragon is a fire dragon. his  
breath can make cars sise like dynamite.  
If you make him angry, he will  
breath rings of fire at you.  
When ~~when~~ he flys; he lights up  
the sky to like the sun. He <sup>H</sup> lives  
in the center of the sun. When, he  
goes goes to sleep the fire in <sup>the</sup> the  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any ting into  
food. When he gets angry he will throw you  
in the sun!



# Girnhill Infant School

## 'Where everyone is valued and futures matter'

### School Exemplification

Bella and Ken wriggled and wrestled with each other. I could see a baby when wriggling. The ship went long and sank to the bottom of the sea and became a wreck. The mechanic used a big silver wrench and his strong wrist to fix cars. Looking in the mirror the wicked witch saw a wrinkle and broke the mirror. Gracie and Alana wriggled and used big silver wrenches to fix cars.

Jack and the Beanstalk  
Did you ever read the story of Jack and the Beanstalk? Once there was a boy called Jack and his mum was really poor. They had no money at all so they had to sell the skinny cow at the market. But on the way he met a ~~man~~ weird, old man. With some magic, shiny, glittery beans for the cow, Jack came home with some beans. Jack showed his mum the gold ~~beans~~ <sup>beans</sup>. She sent Jack to bed really angry and threw the beans out of the window. The next morning a beanstalk

Cannon Hall Farm  
On Wednesday I went to Cannon Hall Farm and other's class came we went on a trip to Cannon Hall Farm and I was feeling really excited.  
First we went to the reptile world and I had loads and loads of reptiles like snakes and the Beast Dragon. There was a Red bellied frog next. We went to the round house when we met Farmer Rich in the round house we saw big cows and sheep they was so cute also we saw Pigglets, Sows and boars they were really stinky.  
Next we went to see the Fellet's cave in little tubes I had a green ticket.

During the day when me and Jack went to the seaside we were the class so we went to collect sticks. But Jack wanted something else so he went to sand holes. He had lots of sand but he wanted to tell the teacher but she didn't want to because she will not be able to collect sticks. So I put it in my coat pocket and gave it to her and we went home. At the end of the day me and Jack came back to my house and we had to go to school. We had a class we took her back to the seaside and she said we were but we still couldn't find her because



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## 'Where everyone is valued and futures matter'

Year 3			
	Composition	Transcription	Spelling, Grammar and Punctuation
Skill	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand structure, vocab and grammar.</li> <li>Compose and rehearse sentences orally.</li> <li>Progressively building a varying and rich vocabulary.</li> <li>In narrative material create setting characters and plots.</li> <li>In non-narrative material use simple organisational devices.</li> <li>Express time place and cause using conjunctions when before after while so 'because'</li> <li>Use adverbs then next soon therefore</li> <li>Use prepositions before during after in because of</li> <li>Introduce paragraphs as a way to group related material.</li> <li>Organise a paragraph around a theme.</li> <li>Use headings and subheadings to aid presentation</li> <li>Use of the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play.</li> </ul>	<ul style="list-style-type: none"> <li>Use diagonal and horizontal strokes for joining letters and understand which letters when adjacent to one another are best left unjoined.</li> <li>Increase legibility of writing</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the rules to add them.</li> <li>Spell further homophones.</li> <li>Spell words that are often misspelt.</li> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>Use fronted adverbials.</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> <li>Use inverted commas to punctuate direct speech.</li> <li>Use of the forms A or An according to whether the word begins with a consonant or a vowel.</li> <li>Word families based on common words to show how words are related in form and meaning.</li> <li>To write from memory simple sentences dictated by the teacher included punctuation taught so far.</li> <li>Use a range of sentence structures</li> <li>Proposing changes to grammar and vocab to improve consistency</li> </ul>



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## 'Where everyone is valued and futures matter'

	<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others writing, suggesting improvements.</li> <li>Read own writing aloud controlling tone and volume so that the meaning is clear.</li> </ul>		<p>including the accurate use of pronouns in sentences.</p> <ul style="list-style-type: none"> <li>Proofread for spelling and punctuation errors.</li> </ul>
Vocabulary	<p>Adverb Preposition Conjunction Word Family Paragraph Adjective Verb Noun Adverb</p>	<p>Diagonal Horizontal Join Formation</p>	<p>Prefix Clause Subordinate clause Direct speech Consonant Consonant letter vowel Vowel letter Inverted commas</p>