

St. James' Progression in Writing

Intent

We believe that all children are empowered in life when they can communicate well. We want the children of St James' to become unique and ambitious writers. We will provide them with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them both now and in the future.

All children in St. James' will become writers and will:

- Be motivated, resilient, and resourceful.
- Develop their own individual creativity in their writing.
- Understand writing for a purpose and audience.
- Be secure in spelling, punctuation, and grammar, enabling free and confident writing.
- Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
- Have opportunities to explore and use a rich and varied bank of vocabulary.
- Learn to use a cursive script designed to promote fluent and neat writing

Implementation


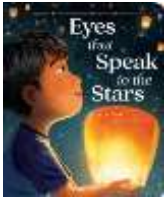


Independent writing opportunities should be consistently available every day across indoor and outdoor provision

- To assess skills across the year
- To demonstrate the learning and progress
- To provide a purpose for writing related to specific learning
- To allow for freedom and creativity in writing

Classrooms should be 'vocabulary rich' environments through texts, display, modelled writing and examples of work

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EYFS	Term 1 - All about Me	Term 2 – Oh help, oh no, it's the Gruffalo!	Term 3 – All Around the World	Term 4 – Beware of the Bears	Term 5 – People Who Help	Term 6 – Brilliant Bugs and Beasts
<p>Progression of Core Texts: Suggested Texts</p>	<p>The Colour Monster</p>  <p>Elmer – David McKee</p>  <p>I really want to Shout – Lucia Gaggioti</p>  <p>I love me! - Marvyn Harrison and Diane Ewen</p>	<p>The Gruffalo - Julia Donaldson</p>  <p>(link to other Julia Donaldson books – see reading)</p> <p>A first book of Nature – Nicola Davies</p>  <p>The Jolly Postman – Janet and Allan Ahlberg</p> 	<p>All are Welcome - Alexandra Penfold-</p>  <p>See What I Can Do! - Jon Roberts</p>  <p>Range of Non fiction books</p> <p>Children of The World - Nicola Edwards</p> 	<p>Goldilocks - traditional</p> <p>The Ghanaian Goldilocks – Dr Tamara Pizzoli</p>  <p>We're going on a Bear Hunt – Michael Rosen and Helen Oxenbury</p>  <p>Can Bears Ski? _ Raymond Antrobus</p> 	<p>Susan Laughs – Jeanne Wills and Tony Ross</p>  <p>Range of Non fiction books Lifesavers – Eryl Nash</p> 	<p>Oil! Get off our train – John Burningham</p>  <p>The Animal Boogie – Debbie Harter</p>  <p>Range of Non-fiction books Hungry Caterpillar</p> 

			<p>Eyes that Speak to the Stars – Joanna and Dung Ho</p> 		<p>Loony Little: The Ice Cap is Melting – Diana Hutts Aston</p> 						
<p>Progression of core texts. Other Chosen Text:</p>	 <p>Traditional tale (science link)</p>										
<p>Independent writing outcome: Purpose: Audience:</p>	<p>Elmer party invites</p>	<p>Colour Monster – family trees, about me</p>	<p>Story map Character description</p>	<p>Father Christmas letters</p>	<p>Chinese New Year Story Fact sheet about China, India and Australia</p>		<p>Goldilocks story writing</p>	<p>Bear Hunt story writing</p>	<p>Fact files for jobs</p>	<p>Create own version of The Hungry Caterpillar</p>	<p>Animal description Oliver's Vegetablesrecount</p>
<p>Vocabulary linked to core text:</p>	<p>Colours, feelings, emotion – angry, happy, sad, love, calm, scared, worried</p>	<p>Invitation, Family, mum, dad, unique, different, special</p>	<p>Sentence Woodland, animals, squirrel, fox, snake, owl, Season, Autumn, weather, character, describe</p>	<p>Christmas, letters, envelope, stamp, send, deliver, Post Office, postbox</p>	<p>Country, culture, places, buildings, animals, roads, houses</p>		<p>Big, small, Bears, Hot, cold, soft, hard</p>	<p>Mud, river, forest, cave, grass, snow</p>	<p>Jobs – vets, nurse, dentist, doctor, firefighter, police officer,</p>	<p>Lifecycle, egg, caterpillar, butterfly, healthy, unhealthy</p>	<p>Fruit and vegetables Wild, minibeasts, pets</p>
<p>Cross curricular writing opportunities</p>			<p>Invites to old people for Nativity</p>	<p>Christmas cards, Nativity roleplay</p>			<p>Easter story</p>	<p>All about bears</p>	<p>Jobs Fair</p>		<p>Pets Day</p>

Writing opportunities in Continuous Provision			Gruffalo crumble recipe writing Rewriting the Grufflao story	Christmas Post Office – writing letters	Travel agent roleplay Writing about countries		Easter story roeplay and puppets Goldilocks roeplay	Bear hunt roleplay Create own version of bear hunt	Writing roleplay prescriptions Being a mechanic		Design own healthy plate of food	Recount of pets day Describe an animal Make own mythical beast
Communication and Language	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to Ask questions Teachers model vocabulary in context 				<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Teachers use reframing and repeating to model vocabulary 			<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 				
Oracy and Spoken Language	<ul style="list-style-type: none"> Learn and perform nursery rhymes – Incy Wincy Spider, Dingle Dangle Scarecrow, Humpty Dumpty, Hickory Dickory Dock Puppet show – Nativity Gruffalo puppets – retelling the story 				<ul style="list-style-type: none"> Goldilocks puppets – retelling the story and making own version Bear Hunt puppets – retelling the story and making own version Talk about favourite job and why you want to do that job 			<ul style="list-style-type: none"> Hungry Caterpillar puppets – retelling the story and making own version Pets' day – Describe the pets People who help us roleplays 				
Literacy (Writing)	<ul style="list-style-type: none"> Modelling of writing – teacher led Establishing purpose for writing Developing finger strength and fine motor skills 				<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Develop vocabulary – exploring a wider range of words 			<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. Teachers dictate simple sentences Oral sentences 				

		<ul style="list-style-type: none"> Understanding how to form a sentence Teachers model sentence writing – begin introducing dictation (transcription) 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. Independently choosing genres of writing – role play areas offer opportunities for creative and critical thinking
Vocabulary			
Phonics Teaching	Levels 1 –2 See phonics planning Phonics Overview Phonics progression map	Level 3	Level 3 - 4
Handwriting (PD)	Mark making and initial sounds Learn to hold a pencil correctly Forming letters in line with graphemes learnt in phonics (alphabetic code)	Lower case letter formation Copy words modelled by teacher Write my name correctly	Capital letter formation Copy sentences

Non Negotiable End Points

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

- Compose ideas through oral activities

Impact

The impact will be measured using the following:

- Outcomes in ELG, Phonics tracker
- Pupil voice
- Books
- Exemplar display work