

## 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.

Like composing a piece of music, children need to understand and identify the 'notes' or components in order to be able to put them together creatively to produce a piece that will impact on their audience in just the way they intend. To facilitate this, we believe that establishing early key writing habits and fundamentals is essential.

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



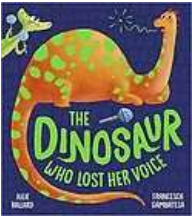









### Implementation





Independent writing opportunities should be given **at least twice a term (x12 per year)**, preferably more if possible. These opportunities can be


- To assess skills prior to starting a new unit or genre

- To demonstrate the learning and progress from a completed unit
- To provide a purpose for writing related to specific learning
- To allow for freedom and creativity in writing

## St. James' Progression in Writing

Year 1	Autumn 1 – Dinosaurs Rock	Autumn 2 – A walk in the park	Spring 1 - Explorers	Spring 2 - Muck, Mess and Mixtures	Summer 1 - Creatures	Summer 2 – I do like to be beside the Seaside
<p>Progression of Core Texts: Suggested Texts</p>	<p>Harry and the Dinosaurs Am I Yours? The Dinosaur that Pooped a Princess (WCR) The Dinosaur Who Lost Her Voice</p>    	<p>Tree The Way Home For Wolf Owl Babies The Owl who was afraid of the Dark After the Storm Stick Man</p>     	<p>Little Wings (Amy Johnson) Emma Jane's Aeroplane Coming to England Paddington Bear</p>    		<p>Monkey Puzzle The Tiger Who Came to Tea</p>  	<p>The Night Pirates Pirates Love Underpants A First Book of the Sea - N Davies &amp; E Sutton Suzy Lee WAVE The pirate next door</p>    

			 Leah's Star 	Nimesh's Adventurer 							Tom and Lucy at the Seaside 	
Progression of core texts. Any Other Chosen Text:												
Independent writing outcome: Purpose: Audience:	Dinosaur fact file – information writing	Invitations to dinosaur museum	Instruction writing for owl care Recount of Park walk	Retell a story using Stick Man	Postcard writing	Adventure story - sequencing	Instructions for looking after a plant	Rhyming poem	Non-chronological report – Hot and cold climates	Narrative story on The Tiger who came to tea as a model	Concrete (shape) poem Instruction writing for how to make a sandcastle	Recount of trip to beach Pirate narrative
Vocabulary linked to core text:	Skeleton Tyrannosaurus Dinosaur Palaeontology		Habitat Creature Darkness Night Moon Park keeper		Adventure explore Travel Tourist experience				Weather climate		Coast Tide	
Spoken Language and Oracy	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>Children should listen to stories and be asked appropriate questions</li> <li>Role play areas encourage spoken</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should ask relevant questions on the walk to the park and about their local area to extend their understanding and knowledge</li> </ul>		<ul style="list-style-type: none"> <li>Use drama and performance to sequence stories verbally as well as in written form</li> <li>Role play areas encourage spoken language to develop understanding</li> </ul>		<ul style="list-style-type: none"> <li>Perform our rhyming poems</li> <li>Dramatise the traditional story of The Three Little Pigs</li> </ul>		<ul style="list-style-type: none"> <li>Present what we have learnt in Geography about hot and cold climate orally to partners, small and large groups</li> <li>ask relevant questions to</li> </ul>		<ul style="list-style-type: none"> <li>Talk about living by the seaside</li> <li>give well-structured descriptions, explanation for different purposes, including for</li> </ul>	

	language to develop understanding through ,imagining and exploring ideas	<ul style="list-style-type: none"> <li>• Role play areas encourage spoken language to develop understanding through ,imagining and exploring ideas</li> <li>•</li> </ul>	through ,imagining and exploring ideas		extend their understanding and knowledge	expressing feelings
Cross curricular writing opportunities	Science – dinosaur fact files	DT – instructions – make a shelter The building boy 				
Composition , Purpose & Audience	Write for a variety of purposes and in a variety of contexts.					
	Compose sentences orally and in writing.	Sequence sentences into a short narrative or piece of information writing.  Use basic descriptive language.	Confidently sequence sentences to form a short narrative or piece of information writing.  Re-read and check writing makes sense.			
Grammar & Punctuation	Combine words to form grammatically accurate sentences.  Demarcate some sentences with capital letters and full stops.	Join words and clauses using 'and'.  Use capital letters for names and the personal pronoun 'I'.  Demarcate many sentences with capital letters and full stops.	Demarcate most sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).			
English Vocabulary	letter, capital letter, word, singular, plural ,sentence, punctuation, full stop,	question mark ,noun, adjective, imperative verb	exclamation mark, prefix, suffix			

)	Reader, writer,	Narrator, audience	Sequence, conjunction
Phonics Teaching	<p>Use phonic knowledge and skills from EYFS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.</p> <p><a href="#">Phonics Planning Overview 22-23.docx</a>  <a href="#">Phonics Progression Map.docx</a></p> <p>Level 5 weeks 1-7 (ay, oy, ie, ea, a-e, i-e, u-e)  Level 5 weeks 8-10 (ou, recap, ch alternatives)  *Assessment –  Weeks 11-12 (ir, ue)</p> <p>Know and say the alphabet in order</p>	<p>Spell many Year 1 words.</p> <p>Level 5 weeks 13-17 (ew, y-very, aw, au, ow, oe, wh –changes to 2 new GPCs a week)</p> <p>Level 5 weeks 18-20 (c and g alternatives, ph, ea-head)  *Assessment  Revision</p>	<p>Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</p> <p>1 week revision  Phonics Screening  Level 5 week 21-24 (ie –chief, ed, s, es, er, est suffixes)  Level 5 weeks 25-30 (tch, ing, ear-bear, are – dare, unspoken e, ore-more, adding un)  *Assessment</p>
Handwriting	<p>Form lower-case letters consistently in the correct direction and with lead-in lines</p> <p>Form numbers 0-9</p> <p>Form capital letters correctly</p> <p>Separate words with spaces</p>		

Non Negotiable End Points

Spell Year 1 words

Form all lower case letters consistently with lead-in lines

Form all capital letters correctly

Say and write a grammatically accurate sentence correctly, consistently and independently

Sequence sentences to form a short narrative

Join two simple clauses with the conjunction 'and'

Know and say the alphabet in order

## Impact

The impact will be measured using the following:

- Outcomes in Writing
- Outcomes in Phonics and PiRA tests
- Tapestry
- Pupil voice
- Books
- Exemplar display work