

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

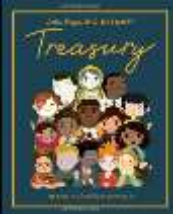
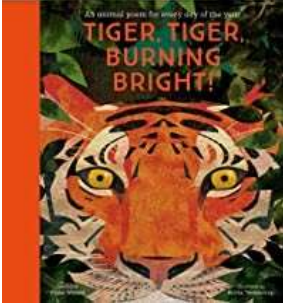

Implementation

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

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Year 2	Autumn 1 - Scouting Around	Autumn 2 - Heroes	Spring 1 - Magic, Melting Moments	Spring 2 - Fire, Fire	Summer 1 - Mexico	Summer 2 - Sea vs Land
<p>Progression of core texts. Suggested Text:</p>	<p>Splash – Claire Cashmore </p> <p>Nim’s Island – Wendy Orr </p> <p>Owl and the Pussy Cat – Edward Lear </p>	<p>Supertato </p> <p>Traction Man </p> <p>Superheroes don't get scared – Kate Thompson and Clare Elsom </p> <p>Little People, BIG DREAMS: Treasury: 50 Stories from Brilliant Dreamers </p>	<p>Charlie and the Chocolate Factory </p> <p>The Twits </p> <p>Matilda </p>	<p>Vlad and the Great Fire of London </p> <p>The Great Fire of London 350th Anniversary Edition </p> <p>Mr Underbed - Chris Riddell </p> <p>Crazy Mayonnaisy Mum - poetry - Julia Donaldson </p>	<p>Rainbow Weaver - Linda Elovitz Marshall </p> <p>The Dead Family Diaz </p> <p>Little People, Big Dreams – Frida Kahlo </p> <p>Little Leaders – Visionary Women – Vashti Harrison </p>	<p>Shark Lady </p> <p>The Big Book of Blue </p> <p>Song of the Dolphin Boy </p> <p>Planet full of Plastic </p>

				<p>Tiger Tiger Burning Bright - Fiona Waters</p> 	<p>Shine by Sarah Asuquo</p> 							
<p>Progression of core texts. Chosen Text</p>												
<p>Independent writing outcome: Purpose: Audience:</p>	<p>Instruction writing (for erecting a tent)</p>	<p>Narrative adventure island/sea-based story</p>	<p>Persuasive writing - why I could be a superhero</p>	<p>Narrative involving a superhero - focus on character</p>	<p>Narrative - a story in the style of Roald Dahl - focus on description (expanded noun phrases)</p>	<p>Instruction writing</p>	<p>Chronological report on the Fire of London</p>	<p>Diary Entry Poetry - A descriptive poem - diamante poem</p>	<p>Narrative in the first person</p>	<p>Information writing - create a fact file (non-chronological report)</p>	<p>Narrative - use editing skills to improve a story</p>	<p>Letter writing - save our seas Acrostic poetry</p>
<p>Vocabulary linked to core text:</p>			<p>Fluorescent Lumber Warfare Perspex Mysterious Aspiration Goals Dreams Resilience</p>	<p>Conveyor belt Aubergine, broccoli, asparagus Evil</p>	<p>Pandemonium Intrigue Blissful Perplex Successful Afford Absurd Colossal Marvellous</p>	<p>Extravagan† Scab Bunion Magnificen† Doting Devour Dainty Prodigy acrobat</p>	<p>Pudding Lane Firehooks Devastation Burnt Smoky Plague</p>	<p>Immortal Symmetry bright</p>				

			perseverance									
Spoken Language and Oracy	<ul style="list-style-type: none"> give well-structured, explanations and narratives for different purposes when explaining the purpose of shelters maintain attention and participate actively in collaborative conversations when working together to construct a shelter 		<ul style="list-style-type: none"> Christmas performance opportunities - learning songs and scripts and related vocabulary Reading aloud our persuasive writing beginning to speak audibly and fluently Presentational talk opportunities at parent outcome 		<ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Give well structured opinions on the people we learn about in history Use a wide vocabulary to describe chocolate and our preferences - begin to understand the power of language in describing a product 		<ul style="list-style-type: none"> Use drama to recreate key moments of the Great Fire (eg act out a news report) ask relevant questions to extend their understanding and knowledge eg hot seating activity 		<ul style="list-style-type: none"> use spoken language to develop understanding through imagining and exploring ideas based on what we learn about Mexico Explore differences in the sound of language from Mexico - exploratory talk and enjoying 'language sounds' 		<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings towards the sea and our experience of it Talk about our trip and our experiences and feelings Perform poetry at parent outcome 	
Cross curricular writing opportunities	Using rhetorical questions for growing and staying healthy science and pshe		Instructions for making a cape using materials - science link	Fact files on Poole Harbour	Early biography skills in history - Rowntree/ Cadbury		Using past tense and comparative language in history to describe the difference after the Great Fire		Science report writing on growing plants Instruction writing	Non chronological report in Geography	Instructions for stitching in DT textiles	
Develop positive attitudes towards and stamina for writing by writing for different purposes												

<p>Composition , Purpose & Audience</p>	<p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p>	<p>Edit for sense and make simple additions, revisions and proof-reading corrections to their own writing.</p> <p><i>GD: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i></p>
<p>Grammar & Punctuation Terminology:</p>	<p>Use present and past tense correctly and consistently. Use co-ordination (e.g. or / and / but) to join clauses. Demarcate sentences with capital letters and full stops.</p>	<p>Use present and past tense correctly and consistently including the progressive form of verbs. Use co-ordination and subordination (e.g. when / if / that / because) to join clauses. Add description and specification through the use of expanded noun phrase. Demarcate sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p>	<p>Use co-ordination and subordination (e.g. when / if / that / because) to join clauses. Use all the punctuation taught at key stage 1 including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>
<p>English specific Vocabulary</p>	<p>noun, statement, question, exclamation, compound, suffix, adjective, adverb, verb tense (past, present) , comma Homophone</p>	<p>noun phrase, command, apostrophe, fiction, non-fiction</p> <p>Progressive, descriptive, narrative, information</p> <p>rhyme</p>	<p>Clause, possessive/ possession, contraction,</p> <p>Edit, improve, skills</p>
<p>Spelling and Phonics Teaching</p>	<p><u>Homophones</u> Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/ blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p><u>Year 2 phonics</u></p> <p>Phonics planning Phonics Progression Overview</p> <ul style="list-style-type: none"> • The sound /dʒ/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. • The /s/ sound spelt 'c' before 'e', 'i' and 'y' • The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words • Adding endings '-ing', '-ed', • '-er', and '-est' 	<p>The /l/ or /əɫ/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p><u>Apostrophe</u> The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p><u>Year 2 phonics</u> The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey' The /r/ sound spelt '-wr' at the beginning of words The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'</p>	<p><u>Year 2 phonics</u> The /l/ or /əɫ/ sound spelt '-el' at the end of words The /l/ or /əɫ/ sound spelt '-al' at the end of words The /l/ or /əɫ/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p> <p><u>Suffixes</u> Adding endings '-er', and '-est' The suffixes '-ment', '-ness',</p>

Non Negotiable End Points

Spell Year 2 words

Joined handwriting using correct letter sizing

Compose and plan an independent piece of writing

Solid understanding of noun

Solid understanding of adjective

Solid understanding of verb

Use and write noun phrases

Join clauses with the conjunctions 'but' and 'because'

Use regular past and present tense correctly

Use question marks correctly

Use exclamation marks correctly

	<p><u>Common exception words</u> /aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.</p>	<p><u>Common exception words</u> Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p><u>Suffixes</u> Adding endings '-ing-', '-ed', '-er', '-est', '-y' Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p>	
Handwriting	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes needed to join some letters.</p>

Edit writing to check it makes sense

Impact

The impact will be measured using the following:

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