



Turnfurlong Infant School Long Term Literacy Overview - Writing

Composition

	Reception	Year 1	Year 2	Year 3
	Pupils are taught to:			
	Use clearly identifiable letters to communicate meaning	Re-read what they have written to check that it makes sense	Encapsulate what they want to say, sentence by sentence	Plan their writing before they begin either verbally or on paper
	Breaks the flow of speech into words Attempt to write in short sentences in meaningful contexts	Write sentences by saying out loud what they are going to write about	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas
	Write simple sentences which can be read by themselves and others	Compose a sentence orally before writing it	Write down ideas and/or key words, including new vocabulary	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	Develop a narrative or explanation by connecting ideas or events.	Sequence sentences to form short narratives	Encapsulate what they want to say, sentence by sentence	Organise paragraphs around a theme
	Write simple sentences which can be read by themselves and others	Discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Proof-reads to check for errors in spelling and grammar	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Proof-read for spelling and punctuation errors
	To use phonic knowledge to write words in ways	Read aloud their writing clearly enough to be heard by their peers	Re-reads to check that their writing makes sense and that verbs to indicate time are	Read aloud their own writing, to a group or the whole class,

which match their spoken sounds	and the teacher	used correctly and consistently, including verbs in the continuous form	using appropriate intonation and controlling the tone and volume so that the meaning is clear Propose changes to grammar and vocabulary to improve consistency
Pupils are taught to develop positive attitudes towards writing by:			
To develop their own narratives and explanations by connecting ideas or events	Retell well known narratives in writing Write about their own experiences	Write narratives about personal experiences and those of others (real and fictional) Write about real events	In narratives, create settings, characters and plot
Write their own name and others things such as captions and lists	Write a range of simple text, e.g. recounts, lists and captions.	Writing for different purposes.	In non-narrative material, using simple organisational devices such as headings and sub-headings.
Continues a rhyming string	Continuing rhyming strings	Writing poetry	
Vocabulary, grammar and punctuation – Pupils are taught to:			
Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	Leave spaces between words	Consistently use punctuation accurately when writing	Use an extended range of punctuation accurately in writing
Link statements and sticks to the main theme or intention	Join words and joining sentences using <i>and</i>	Use subordination (using when, if, that or because) and co-ordination (using or, and or but)	Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, although, because, if Use conjunctions, adverbs and prepositions to express time and cause
Write simple sentences	Begin to punctuate sentences	Learn how to use both familiar and new	Use commas between clauses

which can be read by themselves and others	using a capital letter and a full stop, question mark or exclamation mark	punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms	Use possessive apostrophes with singular and plural nouns
Be able to write common irregular words.	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Use sentences with different forms: statement, question, exclamation, command	Use and punctuate direct speech
	Use the grammatical terminology in Appendix 2 in discussing their writing	Using some features of written Standard English	
		Use the present and past tenses correctly and consistently including the progressive form	Use the perfect form of verbs to mark relationships of time and cause
		Use expanded noun phrases to describe and specify, e.g. the blue butterfly	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Pupils are taught to:			
Use their phonic knowledge to write words in ways which match their spoken sounds	spell words containing each of the 40+ phonemes already taught, common exception words, the days of the week	Use their knowledge of spelling patterns and vocabulary from reading to make choices between two graphemes which make the same sound	
Name the letters of the alphabet and know that individually and when combined these letters make sounds	name the letters of the alphabet, naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound	spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	

Transcription

	Reception	Year 1	Year 2	Year 3
	To support children in learning to spell, pupils should be taught to:			
	Hears and says the initial sounds in words Can segment the sounds in words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet	Spell words containing the 40+ phonemes already taught	Segment spoken words into phonemes and represent these using graphemes, spelling many correctly Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones Distinguish between homophones and near homophones	Spell words that are often misspelt Spell further homophones
	Beginning to spell common tricky words, eg and, I correctly in writing	Spell common exception words	Learn to spell common exception words	
	Write own name and other things such as captions and labels.	Spell the days of the week	Spells days of the week and months of the year	
	Links sounds to letters, naming and sounding the letters of the alphabet	Name the letters of the alphabet in order		
	Links sounds to letter, naming and sounding the letters of the alphabet.	Use letter names to distinguish between different spellings of the same sound	Uses knowledge of spelling patterns and words to make informed choices when attempting to spell new words.	
		Use the spelling rules for adding –s or –es as the plural marker for nouns and the third person singular marker rules		
		Using the prefix –un		Use further prefixes and suffixes and understand
		Using –ing, -ed, -er and –est	Add suffixes to spell longer words, eg. –	

		when no change is needed in the spelling of root words (eg. helping, helped, helper, eating, quicker and quickest).	meant, -ness, -ful, -less, -ly.	how to add them
			Learn to spell more words with contracted forms	
To write in simple sentences which can be read by themselves and others	Read their work to others, explaining the meaning of their writing		To re- read their own work, checking that what they have written makes sense and making corrections and additions as they go along	Use the first two or three letters of a word to check it's spelling in a dictionary
	Write from memory simple sentences dictated by the teacher that include words taught so far		Write from memory simple sentences dictated by the teacher that include words taught so far	Write from memory simple sentences dictated by the teacher that include words taught so far
To support children to develop fluent handwriting, pupils should be taught to:				
Shows a preference for a dominant hand	Sit at a table correctly holding a pencil comfortably and correctly			
Uses clearly identifiable letters to communicate meaning	Begin to form lower case letters in the correct direction, starting and finishing in the right place		Form lower case letters of the correct size relative to one another 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 Using spacing between words that reflects the size of the letters	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 Increase the legibility, consistency and quality of their handwriting, eg. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch

		Understand which letters belong to which handwriting families and practise these		
	Uses clearly identifiable letters to communicate meaning , including capital letters	Form capital letters	Write capital letters and digits of the right size, orientation and relationship to one another and to lower case letters	
	Forms the digits 0-9			