

Waltham Leas Primary Academy Transcription Document

Foundation Stage	
By the end of the year most children can:	We will achieve this by:
Mechanics & Characteristics of Writing: I know... • How a tripod grip is formed • <i>How phonemes are represented</i> • <i>How letters are formed correctly</i> • <i>Writing goes from left to right and top to bottom</i> • <i>Writing has meaning</i> • <i>The alphabetic code</i> • <i>When to use capital letters and full stops</i> • <i>Some simple types of punctuation</i> • <i>There are spaces between words in writing</i> • <i>Some spelling rules</i> • <i>Words are units of meaning</i> • <i>Adjectives can make my writing more interesting</i> • <i>Different ways writing can be represented</i> • <i>Stories have a beginning, middle and an end</i> • <i>How some common regular and irregular words are spelt</i> • <i>How many words are in the sentence I say</i> • <i>The different features of different types of writing</i> By the end of Foundation Stage I can... • Draw on a rich store of language in my writing • Hold a sentence in my head • Spell regular and irregular words • Control and manipulate a writing tool	<u>Phonics</u> Daily phonics sessions starting the first full week the children are in school. F.S. children will work through levels 2-4 using the Twinkl scheme (and school phonics map for the teaching of phonics). Summative assessments carried out at the end of each level. Daily phonics interventions to support children to 'keep up'. Fortnightly targets in place. Children will be reassessed every 2 weeks and new targets in place if needed. Parents are informed so they can support at home. Autumn 1 Children recognise their name on arrival at school every day (self registration cards). By the end of this half term they will write their name (sign in) each morning. Writing name 1 x weekly in writing book. Group reading twice a week from Week 4. From 2b Twinkl books children will be exposed to capital letters, full stops, question marks and exclamation marks. Oral composition and developing vocab using high quality texts in focus book sessions. Discussion around beginning, middle and end of story, characters and settings. Children introduced to book vocally (front cover, title, blurb, author, illustrator) Word of the week (continues throughout the year). Use and meaning of the word discussed.

• Use imaginative ideas in my writing • Write a sentence or a series of connected sentences that can be read by others • Use some capital letters and full stops in my writing EARLY LEARNING GOAL: Writing • Children write recognisable letters, most of which are correctly formed. • Children 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.	Writing (4x per week in books) to be separate from the phonics sessions. initially writing VC/CVC words and progressing to captions/sentences and tricky words. Counting sounds in words and words in sentences on fingers and linking spoken words to print. Autumn 2 Teachers regularly model sentence writing. Children count words in the sentence and sounds in the word using fingers. Simple dictated sentences using phonic knowledge- recorded in books weekly (x4) Writing opportunities in provision linked to focus book sessions e.g. story mapping, role play, writing for a purpose-lists, cards, tickets Spring Twinkl books introduce the following punctuation this term: 3a speech bubbles 3b labels 3c 2 syllable words Home writing books to be sent home at the start of this term. Children orally compose their own sentences for writing (spring 2) Understanding they write the same number of words as in their spoken sentence. Introduction of adjectives for simple noun phrases. Summer 'Let's Write' session will be introduced every Thursday morning. Each session will be linked to focus book, topic focus or other stimulus. The Adults will model writing then all children will sit and write independently for 20 mins. Twinkl books introduce the following punctuation this term:
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4a speech marks

Writing questions.

Model using joining words 'and' and 'because' in sentences.

Provision

- writing area- variety of medium, paper, card, writing templates, post-its, clip boards etc
- role play areas to have a writing opportunity
- writing labels for construction models
- design sheets in the collage/junk modelling area
- class diaries for caterpillars, tadpoles, growing beanstalks/vegetable gardens
- class challenge to be literacy based every other week
- writing basket in house-outdoors
- chalks and water pots- outdoors
- change of season, minibeasts and growing topics provide opportunities to draw and write outdoors
- cvc flip charts to make words and write on boards
- magic writing boards
- level 2, 3 and 4 phoneme frame cards
- alphabet lines visible in the environment
- level 2 and 3 phonemes and tricky words visible in the environment
- phoneme mats and tricky word mats available in the writing area

Handwriting

By the end of the year most children can:

Mechanics & Characteristics of Writing: I know...

- How a tripod grip is formed
- *How phonemes are represented*
- *How letters are formed correctly*

By the end of Foundation Stage I can...

- Control and manipulate a writing tool

We will achieve this by:

Squiggle baseline to be carried out when the children first start school.

Weekly squiggle intervention for those children identified as having poor fine motor control and coordination.

Daily dough disco in Autumn 1.

Pencil control activity pack and pencil grip explanation sheet sent home during autumn 1.

EARLY LEARNING GOAL: Writing

- Children write recognisable letters, most of which are correctly formed.

Letter formation taught daily after lunch. 2 letters per week. Letters taught in the order they are introduced in phonics sessions (satpin...).

Day 1- first letter of the week

Children practise on large piece of paper

Day 2- first letter of the week

practise on sky/grass/ground mats

Day 3- second letter of the week

Children practise on large piece of paper

Day 4- second letter of the week

practise on sky/grass/ground mats

Day 5- both letters on sky/grass and ground mats

Children's fine motor control and coordination will be closely monitored by F.S. staff and children will receive intervention as and when needed during the year.

Provision

- access to a variety of mark making tools and scissors in the writing area
- writing basket (outdoors)
- chinks and water pots (outdoors)
- regular access to dough, peg boards, threading, picking up objects using tweezers, construction etc

Year 1

By the end of the year most children can:

Sentence writing

Write sentences that resemble orally composed sentences that are sequence to form short narratives.

Join words and clauses using **and**

Demarcate many sentences with capital letters and full stops

Most names, and the personal pronoun I, begin with a capital letter

Phonics/Spelling

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others

Spell many of the Year 1 common exception words

Spell phase 5 tricky words (or words linked to child's phonics level)

Children to spell first and second names

We will achieve this by:

Autumn term

Develop the use of joining words 'and' and 'because' in writing

Applying the use of simple punctuation e.g full stop, capital letter. building on previous knowledge of other punctuation e.g question marks and exclamation marks.

Children say the word, count the sounds on fingers, repeat and write. Teacher models with sound buttons.

Spring term

Writing content greater than 2-3 sentences.

Demarcate sentences with capital letters for personal pronoun I , names and places.

Summer term

Writing at greater length (appropriate to text type) e.g sequences at least 4-5 sentences to form short narratives.

Phonics/Spelling

Daily phonic lessons and parent sheets sent home at the end of the week.

Weekly SPAG lessons

	Year 1 common exception words tested termly. Spellings also sent home, informing parents of which spellings were incorrectly spelt. Weekly spellings taught in class and sent to parents via spelling shed. Precision teaching used to tackle misspelt phase appropriate tricky words. Phonics tutoring - keep up: daily intervention tackling the application of phonics to the spelling of words.
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Handwriting	
By the end of the year most children can:	We will achieve this by:
form most letters and digits correctly	- Explain that seating position is vital - pencil grip to be checked. - Daily handwriting lesson - 10-15 minutes, following the ISHA scheme. - The teaching of the formation of any letters that the children are focusing on. - A focus group with children that need further practice. - Practice of individual letters spotted when marking

Year 2

By the end of the year most children can:

Sentence Writing

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Use present and past tense mostly correctly and consistently

use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Spelling

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others

Spell many common exception words*

Apply phase 6 spelling rules to writing

We will achieve this by:

During writing lessons:

To develop the use of more complex coordination e.g or, nd
and develop the use of subordination e.g when, if, that, because

Teaching the application of the accurate use of question marks and exclamation marks.

Spelling

Daily phonic lessons and parent sheets sent home at the end of the week.

Weekly SPAG lessons and daily retrieval of these when appropriate

Year 2 common exception words separated into termly sets and tested twice termly.
Spellings also sent home, informing parents of which spellings were incorrectly spelt.

Weekly spellings taught in class and sent to parents via spelling shed.

Precision teaching used to tackle misspelt phase appropriate tricky words.

Phonics tutoring - keep up: daily intervention tackling the application of phonics to the spelling of words

Handwriting

By the end of the year most children can:

- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 - Begin to join letters together

We will achieve this by:

- Explain that seating position is vital - pencil grip to be checked.
- Daily handwriting lesson - 10-15 mins daily, following the ISHA scheme for KS1 daily.
- The teaching of the formation of any letters that the children are focusing on.
- A focus group with children that need further practice.
- Practice of individual letters spotted when marking

Year 3

By the end of the year most children can:

- In independent writing and writing that stems from classroom themed work:
- Writing demonstrates awareness of purpose and reader with attempts to interest the reader
 - In narrative writing create settings, characters and plot
 - Uses simple organisational devices in non-narrative writing
 - Beginning to organise paragraphs around a theme
 - Some accurate use of inverted commas to punctuate direct speech

We will achieve this by:

- Weekly SPaG lessons and daily retrieval of these lessons when appropriate.
- Phonics lessons for 15 mins daily. Read the word, check the knowledge of the word meaning, look at the etymology of the word, Discuss other letter combinations making that sound, highlight the sound in the word, partner testing, Sound analysis
- Year 3 Common Exception Word spelling lists sent home to practise.
- Spelling tests to check the CEW every term - highlight words spelled incorrectly and list sent home each term.
- Spelling dictionaries on tables.

● Uses apostrophes for singular possession and to mark where letters are missing mostly correctly ● Spell many words from the Year 3 word list ● Uses the correct selection of homophones most of the time ● Uses the correct form of a or an ● Uses the present perfect form of verbs instead of the simple past <i>e.g he has gone out to play</i> contrasted with <i>he went out to play</i> Expresses time, place and cause by: ● Using a range of conjunctions <i>e.g when, before, after, while, so, because</i> ● Using adverbs <i>e.g. Then, next, soon, therefore</i> ● Using prepositions <i>e.g. before, after, during, in, because of</i> ● Legible handwriting style developing with consistent letter formation, sometimes joined	● Bookmarks with High frequency words on - check in all pieces of writing
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Handwriting	
By the end of the year most children can:	We will achieve this by:
Handwriting ● Legible joined handwriting style with consistent letter formation.	● Explain that seating position is vital - pencil grip to be checked. ● Daily handwriting lesson - 10-15 mins daily, following the ISHA scheme daily. ● The teaching of the formation of any letters that the children are focusing on. ● A focus group with children that need further practice. ● Practice of individual letters spotted when marking

Year 4

By the end of the year most children can:

SPaG

- Using some expanded noun phrases to describe and specify.
- Use correct tense choices
- Use correct capital letters for the start of a sentence, use proper nouns and the pronoun 'I', full stops, question marks and exclamation marks at the end of sentences and commas in a list.
- Use a range of sentence structures, including those with prepositional phrases, fronted adverbials and a wider range of conjunctions.
- Spell many words from the Y4 word list.
- Apply the spelling rules from the Y3/4 spelling appendix - adding -es where a word ends in y change the y to an i and add -es, doubling the consonant when adding a suffix e.g. stop-stopping.
- Add prefixes to root words without any changes in spelling e.g. un-, -is, -mis, and -in
- To be able to write in paragraphs and begin to extend them.

We will achieve this by:

- Weekly SPaG lessons and daily retrieval of these lessons when appropriate.
- Phonics lessons for 30 mins twice a week. Read the word, check the knowledge of the word meaning, look at the etymology of the word, Discuss other letter combinations making that sound, highlight the sound in the word, partner testing, Sound analysis
- Year 4 Common Exception Word spelling lists sent home to practise.
- Spelling tests to check the CEW every term - highlight words spelled incorrectly and list sent home each term.
- Daily use of Spelling Shed
- Spelling dictionaries on tables.
- Bookmarks with High frequency words on - check in all pieces of writing.

Handwriting

By the end of the year most children can:

We will achieve this by:

Handwriting ● Legible joined handwriting style with consistent letter formation.	● Explain that seating position is vital - pencil grip to be checked. ● Daily handwriting lesson following the ISHA scheme for KS2. ● The teaching of the formation of any letters that the children are focusing on. ● A focus group with children that need further practice. ● Practice of individual letters spotted when marking ● Children given a choice of pens to use
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Year 5

By the end of the year most children can:	We will achieve this by:
SPaG: ● Use verb tenses consistently ● Begin to use semicolons between independent clauses ● Begin to use dashes, brackets and commas to mark parenthesis ● Use commas to clarify meaning or avoid ambiguity in writing ● Punctuate speech correctly ● Punctuate bullet points correctly ● Use adverbials to make writing cohesive ● Use synonyms to make writing cohesive ● Continue to use expanded noun phrases ● Use modal verbs or adverbs to indicate degrees of possibility ● Begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ● Spell some words from Year 5	● Success criteria provided for writing ● High quality WAGOLL with correct grammar and spelling modelled included. ● Daily SPAG warm ups at the start of writing lessons ● Discrete SPAG lessons to ensure coverage and depth ● Spelling lessons for 30 mins twice a week. Read the word, check the knowledge of the word meaning, look at the etymology of the word, Discuss other letter combinations making that sound, highlight the sound in the word, partner testing, Sound analysis ● Year 5 Common Exception Word spelling lists sent home to practise. ● Spelling tests termly ● Daily use of Spelling Shed ● Dictionaries and thesauruses readily available ● Electronic dictionary and thesaurus on iPad ● Working wall used to display SPAG and spelling focuses

● Apply spelling rules from year 5 curriculum - <i>able/ible, ably/ibly, -cious/-tious</i> ● Spell most words with silent letters ● Use dictionary to check spelling ● Use thesaurus to improve words ● Write in length using paragraph ● Use titles, subheadings, bullet points to organise non-fiction	
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Year 5 - Handwriting	
By the end of the year most children can:	We will achieve this by:
Write in a legible joined handwriting style with consistent letter formation when writing at speed.	● Explain that seating position is vital - pencil grip to be checked. ● Daily handwriting lessons to focus on fluency of writing, letter formation and letter joins, following ISHA scheme for KS2. ● The teaching of the formation of any letters that the children are focusing on. ● A focus group/intervention with children that need further practice. ● Practice of individual letters spotted when marking ● Children are given a choice of pens to use or can continue in pencil.

Year 6	
By the end of the year most children can:	We will achieve this by:
SPaG:	● Success criteria provided for writing

- Use verb tenses consistently
- Use semicolons between independent clauses
- Use colons between independent clauses or to mark the start of a list
- Use dashes, brackets and commas to mark parenthesis
- Use commas to clarify meaning or avoid ambiguity in writing
- Use hyphens to avoid ambiguity
- Punctuate speech correctly
- Punctuate bullet points correctly
- Use adverbials to make writing cohesive
- Use synonyms to make writing cohesive
- Continue to use expanded noun phrases
- Use modal verbs or adverbs to indicate degrees of possibility
- Continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Spell most words from Year 5
- Apply spelling rules from year 5 curriculum - *able/ible, ably/ibly, -cious/-tious*
- Spell words with silent letters
- Use dictionary to check spelling
- Use thesaurus to improve words
- Write in length using paragraph
- Use titles, subheadings, bullet points to organise non-fiction

- High quality WAGOLL with correct grammar and spelling modelled included.
- Daily SPAG warm ups at the start of writing lessons
- Discrete SPAG lessons to ensure coverage and depth
- Spelling lessons for 30 mins twice a week. Read the word, check the knowledge of the word meaning, look at the etymology of the word, Discuss other letter combinations making that sound, highlight the sound in the word, partner testing, Sound analysis
- Year 5 Common Exception Word spelling lists sent home to practise.
- Spelling tests termly
- Daily use of Spelling Shed
- Dictionaries and thesauruses readily available
- Electronic dictionary and thesaurus on iPad
- Working wall used to display SPAG and spelling focuses

By the end of the year most children can:	We will achieve this by:
Write in a legible joined handwriting style with consistent letter formation when writing at speed.	● Explain that seating position is vital - pencil grip to be checked. ● Daily handwriting lessons to focus on fluency of writing, letter formation and letter joins. ● The teaching of the formation of any letters that the children are focusing on. ● A focus group/intervention with children that need further practice. ● Practice of individual letters spotted when marking ● Children given a choice of pens to use or can continue in pencil.