



Whole School agreed expectations of consistency in Writing EYFS / KS1

Approach to Writing

Key expectations

All children should be exposed to a range of high quality, language rich and adapted texts.

To use an adapted texts approach to ensure that all pupils can access the class text.

Through adapted texts, teach a combination of reading and writing activities. Children should be given the chance to gather key language and vocabulary, plan or think about what they are going to write. Read it-say it-write it.

A range of different text types should be taught including; fiction/narrative writing, non-fiction texts, recounts and instruction writing.

Writing should be modelled through shared writing on paper, not on interactive white boards.

All pencils should be sharpened regularly to maintain excellent presentation in books.

Approach to Handwriting

Key expectations

Throughout the school handwriting is taught through the Anima phonics scheme.

F1 - Squiggle whilst you wiggle programme 15 minutes daily.

F2 - Direct handwriting lessons daily.

KS1 - Daily handwriting practise and taught sessions where necessary.

Approach to Punctuation and Grammar

Key expectations

Basic punctuation (capital letter and full stop) is taught from FS2 to write simple sentences.

FS1/2 - children will be exposed to word classes through vocabulary teaching.

In KS1 children are taught curriculum appropriate grammar and punctuation through daily sessions.

Sessions may be taught discretely or through English lessons.

Approach to Spellings

EYFS

Tricky words (rainbow words) - key expectation that these will be spelt correctly and not phonetically.

Spellings - are a SODA activity and children come in to practice and then are tested on a Friday.

Spellings are the word lists linked to the assessment tool/Anima phonics scheme.

KS1

Spellings are taught daily through the Anima phonics programme. Each week children are given a set of spellings to practise at home, these will include some words linked to the weekly spelling pattern/sound and a common exception word (rainbow word). These are given out on a Monday and tested on Friday in a weekly spelling test, administered through dictated sentences. Children will also practise these words daily as a morning activity.

Writing in English Lessons (progression)

EYFS approach to writing

Marks making meaning - children are encouraged to make marks and say what they have 'written'
Begin to learn right to left directionality.

Begin to learn handwriting patterns, with the use of squiggle wobble programme.

Movements include: up and down, side to side, circles - big, small, medium, spirals - in and out, zigzags, humps - over and under.

Initial sound writing - identifying and labelling objects with initial sound.
Oral blending and segmenting.

CVC words

Step 1 - initial sound

Step 2 - initial and final sound

Step 3 - complete cvc word

Small captions

2 word captions- a dog

3/4 word caption - the red dog/I see a dog

Sentences

Capital letter and full stop

1. One guided, one dictated, one independent
2. One dictated, two independent

KS1 approach to writing

Continue with combination of guided, dictated and independent sentences.

Year 1

Sentences - correct letter formation, finger spaces, makes sense, capital letter and full stop.

Use conjunction words - and, but, because.

Range of punctuation - question marks.

Vocab - use of adjectives and.

Write a sequence of sentences to form a short narrative.

Year 2

Use past and present tense correctly and consistently.

Use a range of co-ordination to join clauses - and, or, so, but.

Use some subordination to join clauses - when, if, that, because.

Use expanded noun phrases and sentence openers.

Use questions.

Write effectively and coherently for different purposes.

Make additions, revisions and proof-reading corrections to their writing.

Use range of punctuation taught at KS1 - capital letters and full stops, question marks, commas in lists, apostrophes for possession, exclamation marks.

EAL pupils

All pupils with English as an additional language (EAL) should have a baseline piece of writing and practise name writing every day. Depending on their ability they can then work through the above statements to progress in writing.

Additional evidence for writing

Topic lessons - comprehension and writing activities taught through range of topics in Geography, History and RE.

Cross curricular writing activities.

Assessment for writing

Writing is assessed 3 times a year at each assessment point.

Spellings are also assessed at each assessment point.

Teachers use formative assessment and live marking to track children's progress in writing.

Children are given personal targets each week after writing which will then be focused on for the following week's write.

Spellings, Grammar and Punctuation are assessed through NTS assessments or past SATS papers (Year 2).

Updated July 2021 by Lauren Davenport and Hayley Thompson (Key Stage One English Lead)

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