

## Writing Overview: linked to literacy writing and physical development: fine motor

Early learning goal: writing

- ✿ Write recognisable letters, most of which are correctly formed
- ✿ 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

Highlighted vocabulary from year one

Highlighted vocabulary from LEAP

Early learning goal: physical development fine motor

- ✿ Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- ✿ Use a range of small tools including scissors, paintbrushes and cutlery
- ✿ Begin to show accuracy and care when drawing

### Writing and fine motor



#### Use a range of tools

- ✿ playdough: cutlery, scissors, utensils
- ✿ powder paint station
- ✿ Dough disco
- ✿ Home corner: cutlery, utensils
- ✿ Threading, jigsaws, arts and crafts

lessons: card making, book making, props, self and family portraits

#### Vocabulary

- ✿ Cut/snip
- ✿ Paint
- ✿ Cutlery
- ✿ Scissors
- ✿ Utensils
- ✿ Thread
- ✿ Portrait
- ✿ Props
- ✿ pull



#### Drawing

- ✿ Mark making
- ✿ Arts and crafts
- ✿ Write dance
- ✿ Squiggle while you wiggle

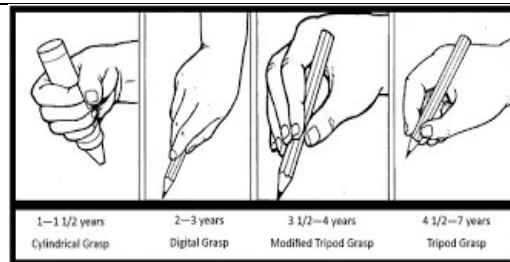
Lessons: card making, book making, story maps, props, self and family portraits

- ✿ Mark making
- ✿ Drawing
- ✿ Line
- ✿ Circle
- ✿ Squiggle
- ✿ Trace
- ✿ Pinch
- ✿ Grip
- ✿ grasp
- ✿ Palmar grasp
- ✿ Digital grasp
- ✿ Modified tripod grasp
- ✿ Tripod grasp
- ✿ Write
- ✿ ruler

#### Hold a pencil effectively

- ✿ Practitioners knowledge of the child
- ✿ Stages of progression for each unique child
- ✿ Modelling tripod grip when air writing

Lessons: card making, book making, writing for different purposes, speed sound lesson RWI



### LEAP

Level 1	Pull, paint
Level 2	Hold, stick,
Level 3	Tie, fold, scratch, nail, jigsaw, ruler
Level 4	Knit, sew, wrap

Topics	Books
<b>Use a range of tools</b>	Not a box Not a stick Mouse paint Mixed
<b>Drawing</b>	My family Our class is a family I am an artist
<b>Writing</b> Shopping list Letter  Story maps Story writing (hold a sentence, build a sentence, free writing)	Kipper's Birthday Dear Santa, Dear zoo Jolly Postman and other people's letters Naughty bus Naughty ... Traditional tales

# Progression

## F1 autumn

- ✿ Use a range of tools
- ✿ Mark making
- ✿ Digital grasp
- ✿ Presentation: looking after all our resources. Books are precious they live in a specific place

## F2 autumn

- ✿ Use a range of tools
- ✿ Mark making and drawing
- ✿ Make meanings to the marks they make
- ✿ Modified tripod grasp
- ✿ Shows an interest in representing letters
- ✿ Presentation: looking after all our resources. Books are precious they live in a specific place the right way up. We turn pages carefully 1 at a time
- ✿ Makes connections between things that the same/similar and different
- ✿ Makes connections between the picture side for each sound (same same)

## F1 spring

- ✿ Use a range of tools
- ✿ Mark making
- ✿ Digital grasp/ modified tripod grasp
- ✿ Presentation: looking after all our resources. Books are precious they live in a specific place the right way up
- ✿ Makes connections between things that are the same/similar and different

## F2 spring

- ✿ Use a range of tools
- ✿ Mark making
- ✿ Drawing
- ✿ Make meanings to the marks they make
- ✿ Tripod grasp
- ✿ Forming recognisable letters
- ✿ Attempts to write words that are phonetically plausible
- ✿ Presentation: looking after all our resources. Books are precious they live in a specific place the right way up. We turn pages carefully 1 at a time
- ✿ Makes connections between the letters they have written and the way it is written on the speed sound chart/sound mat/teachers writing

## F1 summer

- ✿ Use a range of tools
- ✿ Mark making
- ✿ Making meaning to marks they make
- ✿ Modified tripod grasp
- ✿ Presentation: looking after all our resources. Books are precious they live in a specific place the right way up. We turn pages carefully and 1 at a time

## F2 summer

- ✿ Use a range of tools
- ✿ Mark making
- ✿ Drawing
- ✿ Make meanings to the marks they make
- ✿ Tripod grasp
- ✿ Write simple words and phrases that can be read by others
- ✿ Presentation: looking after all our resources. Books are precious they live in a specific place the right way up. We turn pages carefully 1 at a time
- ✿ Looking after their own books and taking pride in their writing
- ✿ Attempts to edit their own writing by checking that letters are formed correctly, words are spelt using their phonic knowledge and that their sentences make sense

## Direct teaching

### F1 autumn

- ✿ Mouse paint- powder paint station
- ✿ Not a stick- make and create using sticks, scissors, string, tape
- ✿ Christmas cards (making marks, drawing pictures)
- ✿ Dough disco and Write dance intervention group (identified after baseline for: listening, attention, joining in, fine motor physical development)
- ✿ Know and meet every child where they're at in terms of their language development (1 word, 2/3 KW, full sentences)
- ✿ Develop children's spoken language (verb, adjective, noun, tense, whole sentence)
- ✿ Say your sentence referred to and taught during whole class discussions

### F1 spring

- ✿ My family- making marks/drawing to represent people
- ✿ Easter cards (making marks, drawing pictures)
- ✿ Dough disco and Write dance intervention group (identified after end of Autumn data)
- ✿ Develop children's spoken language (verb, adjective, noun, tense, whole sentence)
- ✿ Say your sentence referred to and taught during whole class discussions

### F1 summer

- ✿ Dear zoo- making marks to represent words/letters in a list
- ✿ RWI- modelling letter formation
- ✿ Dough disco and Write dance intervention group (identified after end of spring data)
- ✿ Develop children's spoken language (adding verbs, adjectives, nouns, correct tense, whole sentence MTYT)
- ✿ Say and **clap** your sentence referred to and taught during whole class discussions (1 clap for each word)



Say your sentence



Clap your sentence

### F2 autumn

- Dear zoo- making animal homes, labels and captions
- Dear Santa- writing Christmas lists
- Mixed- powder paint station
- Our class is a family- self-portraits
- RWI- modelling letter formation, tripod grip, teaching letter formation in RWI groups, word time and modelling using Fred fingers
- Read write Inc. book presentation modelled to the children. This includes: left to right, small letters, correct letter formation and pencil grip (they can change their grip after air writing) books have name clips prepared by the teacher
- Writing in class is modelled in the same way as RWI books (left to right, small letters, correct letter formation and pencil grip)
- Making connections between the letter/s they're writing by checking on the speed sound chart, freeze frame, sound mat to check they have formed the letter correctly
- Dough disco and Write dance intervention group (identified after end of F1 data and home visit info for new to school children)
- Develop children's spoken language (adding verbs, adjectives, nouns, correct tense, whole sentence MTYT)
- Full sentences modelled using MTYT and clapping the sentences back and forth (1 clap for each word)
- Say and **clap** your sentence referred to and taught during whole class discussions (1 clap for each word)

### F2 spring

- Not a box- make and create using sticks, boxes, scissors, string, tape, **hole punchers, staplers**
- I am an artist- adding detail to drawings
- RWI- modelling letter formation, tripod grip, teaching letter formation in RWI groups, word time and modelling using Fred fingers for spelling words and hold a sentence
- Read write Inc. book presentation modelled to the children. This includes: left to right, small letters, correct letter formation and pencil grip (they can change their grip after air writing) **books no longer have clips so that they can find the next available page**
- Writing in class is modelled in the same way as RWI books (left to right, small letters, correct letter formation and pencil grip)
- Making connections between the letter/s they're writing by checking on the speed sound chart, freeze frame, sound mat to check they have formed the letter correctly
- Build a sentence, hold a sentence and free writing are built into book focus lessons
- Dough disco and Write dance intervention group (identified after end of autumn data)
- Develop children's spoken language (adding verbs, adjectives, nouns, correct tense, whole sentence MTYT)
- Full sentences modelled using MTYT and clapping the sentences back and forth (1 clap for each word)
- Build on say and clap on a writing rubric (say, clap, Fred fingers, gaps, read and check)

### F2 summer

- Traditional tales- make and create props and books using sticks, boxes, scissors, string, tape, **hole punchers, staplers, treasury tags, paper clips, slit pins**
- Traditional tales- story maps, hold a sentence, build a sentence and short stories
- RWI- modelling letter formation, tripod grip, teaching letter formation in RWI groups, word time and modelling using Fred fingers for spelling words, hold a sentence and build a sentence
- Read write Inc. book presentation modelled to the children. This includes: left to right, small letters, correct letter formation and pencil grip (they can change their grip after air writing) books no longer have clips so that they can find the next available page
- Writing in class is modelled in the same way as RWI books (left to right, small letters, correct letter formation and pencil grip)
- Making connections between the letter/s they're writing by checking on the speed sound chart, freeze frame, sound mat to check they have formed the letter correctly
- Build a sentence, hold a sentence and free writing are built into book focus lessons
- Consistently use the writing rubric when teaching writing whole class
- Talk about the subject, nouns, verbs and adjectives through interactions with children when talking and writing



Say your sentence



Clap your sentence



Fred fingers



Read and check

# simple sentence

Writing rubric	Tick and fix
<p><b>simple sentence</b></p> <p>Subject      Verb      make sense</p> <p><small>Who or what the sentence is about</small>      <small>Doing or a did word</small>      </p>	
<p>Say your sentence</p>	
<p>Clap your sentence</p>	
<p>Fred fingers for spelling</p>	
<p>Caps in between each word</p>	
<p>Read and check</p>	

<h2>Subject</h2> <p>Who or what the sentence is about.</p>	<h2>Verb</h2> <p>Doing or a did word</p>	<h2>make sense</h2>
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# Adjective

Describes a noun

# Noun

The name of places, people and things.

# Verb

Doing or a did word

# Subject

Who or what the sentence is about.

<b>F2</b>	<b>Sentence structure focus:</b> <ul style="list-style-type: none"> <li>• Write simple sentences and phrases</li> <li>• Have an awareness of what a subject and a verb is when talking</li> </ul>	<b>Editing focus:</b> <ul style="list-style-type: none"> <li>• All words in the sentence</li> <li>• Gaps between words</li> <li>• Spellings</li> </ul>
<b>Y1</b>	<b>Sentence structure focus:</b> <ul style="list-style-type: none"> <li>• Write simple sentences</li> </ul>	<b>Editing Focus:</b> <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Subject and verb</li> <li>• Adjectives</li> </ul>
<b>Y2</b>	<b>Sentence structure focus:</b> <ul style="list-style-type: none"> <li>• Use simple sentences</li> <li>• Write compound sentences</li> </ul> (+ 1 Complex sentence for KS1 assessment (IC + DC): <b>Because</b> )	<b>Editing focus:</b> <ul style="list-style-type: none"> <li>• Comma to separate clauses</li> <li>• Adverbs (not to be used as fronted adverbial)</li> <li>• Precise nouns</li> <li>• Expanded noun phrases</li> <li>• Apostrophe (possessive &amp; for contraction)</li> </ul>
<b>Y3</b>	<b>Sentence structure focus:</b> <ul style="list-style-type: none"> <li>• Use simple sentences</li> <li>• Use compound sentences</li> <li>• Write some complex sentences (IC + DC): <b>Because</b></li> <li>• Write some complex sentences (DC+ IC): <b>After, Before, While, When</b></li> </ul> <b>(Time related conjunctions)</b> (Each dependent clause must contain a verb)	<b>Editing focus:</b> <ul style="list-style-type: none"> <li>• Comma to separate clauses</li> <li>• Adverbs (not to be used as fronted adverbial)</li> <li>• Precise nouns</li> <li>• Expanded noun phrases</li> <li>• Apostrophe (possessive &amp; for contraction)</li> </ul>
<b>Y4</b>	<b>Sentence structure focus:</b> <ul style="list-style-type: none"> <li>• Use simple sentences</li> <li>• Use compound sentences</li> <li>• Write complex sentences (IC + DC) or (DC+ IC)</li> </ul> <b>Cause &amp; effect conjunctions: Because, As, Even though, So that</b> <b>Time related conjunctions: After, Before, While, When</b>  (Each dependent clause must contain a verb)	<b>Editing focus:</b> <ul style="list-style-type: none"> <li>• Commas to separate clauses</li> <li>• Nouns/Pronouns</li> <li>• Precise nouns</li> <li>• Fronted adverbials (single adverb – ‘When’ &amp; ‘How’)</li> <li>• Apostrophe (possessive &amp; for contraction)</li> </ul>

<p><b>Y5</b></p>	<p><b>Sentence structure focus:</b></p> <ul style="list-style-type: none"> <li>• Use simple sentences</li> <li>• Use compound sentences</li> <li>• Write complex sentences (IC + DC) or (DC+ IC)</li> </ul> <p><b>Cause &amp; effect conjunctions: Because, As, Even though, So that, although</b></p> <p><b>Time related conjunctions: After, Before, While, When, since, until</b> (Each dependent clause must contain a verb)</p> <p><b>Conjunctive adverbs (for non-narrative):</b> <b>However, furthermore, as a result of</b> (These words can be used in the same way as a fronted adverbial phrase – they can also be used as a conjunction to separate clauses)</p> <p><b>Punctuate direct speech</b> (Speech used sparingly)</p>	<p><b>Editing focus:</b></p> <ul style="list-style-type: none"> <li>• Commas to separate clauses</li> <li>• Nouns/Pronouns</li> <li>• Precise nouns</li> <li>• Fronted adverbial phrases (single or several words – ‘When’, ‘How’, ‘where’, ‘why’)</li> <li>• Apostrophe (possessive &amp; for contraction)</li> </ul>
<p><b>Y6</b></p>	<p><b>Sentence structure focus:</b></p> <ul style="list-style-type: none"> <li>• Use simple sentences</li> <li>• Use compound sentences</li> <li>• Write complex sentences (IC + DC) or (DC+ IC)</li> </ul> <p><b>Cause &amp; effect conjunctions: Because, As, Even though, So that, although, despite</b></p> <p><b>Time related conjunctions: After, Before, While, When, since, until</b></p> <p><b>Conjunctive adverbs (for non-narrative):</b> <b>However, furthermore, as a result of, consequently, similarly, conversely</b> (These words can be used in the same way as a fronted adverbial phrase – they can also be used as a conjunction to separate clauses)</p> <p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Punctuate direct speech</li> <li>• Write dialogue (convey character)</li> </ul>	<p><b>Editing focus:</b></p> <ul style="list-style-type: none"> <li>• Commas to separate clauses</li> <li>• Parenthesis</li> <li>• Semi-colons/colons between independent clauses</li> <li>• Precise nouns</li> <li>• Fronted adverbial phrases (single or several words – When, How, where, why)</li> <li>• Relative clauses</li> </ul>

