

August 2021	Literacy Essential Knowledge: Writing			
ELG: Writing	Curricular Goal: Know how to write for a range of purposes			
Children at the expected level of development will:	<ul style="list-style-type: none"> • 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 			
Embedding our learning culture	Pre-nursery	Nursery	Reception	Year 1
<p>Safe</p> <ul style="list-style-type: none"> • positive attitudes to learning <p>Achieving</p> <ul style="list-style-type: none"> • alteration in LTM • building knowledge including recalls and low stakes quizzes • building confidence • high expectations <p>Nurtured</p> <ul style="list-style-type: none"> • dialogic approach • learning from mistakes • development of cultural capital: enhancements <p>Included</p> <ul style="list-style-type: none"> • pupils supported to meet endpoints 			<p>The composition of a sentence orally</p> <ul style="list-style-type: none"> • complete sentence orally before writing • memorise the sentence before writing by repeatedly saying it aloud • adult scribe • write own sentences (when they have sufficient knowledge of letter-sound correspondences) • dictate sentences (contain only the taught sound-letter correspondences) 	<p>The composition of a simple sentence orally</p>
		<p>Comfortable grip with good control using dominant hand preference</p> <p>(see fine motor)</p>	<p>Prewriting pencil control</p> <ul style="list-style-type: none"> • Pencil grip and posture (see gross motor) 	<p>The tripod grip and correct posture when holding a pencil and sitting</p>
	<p>Marks on their picture can stand for their name</p>	<p>The letters of some/all of their name</p>	<p>The names of the letters of the alphabet in order</p>	<p>The names of the letters of the alphabet in order</p> <p>Letter names to distinguish between alternative spellings of the same sound</p>