

Writing at Askwith Primary School

TRANSCRIPTION

Spelling and Handwriting

COMPOSITION

Articulating ideas and structuring them in
speech and writing

Writing at Askwith Primary School

Component 1: Know how to handwrite						
Reception Essential knowledge	Year 1 Essential knowledge	Year 2 Essential knowledge	Year 3 Essential knowledge	Year 4 Essential knowledge	Year 5 Essential knowledge	Year 6 Essential knowledge
<p>Use (dynamic) tripod grip for smaller pencils (in most cases) to:</p> <ul style="list-style-type: none"> > write multiple words with pre-cursive letters > copy the day > form smaller letters with increased accuracy (all letters on the line, formation) • write with increased speed and efficiency 	<p>The (dynamic) tripod grip and correct posture when holding a pencil and sitting</p>					

> draw with increased accuracy and care						
		Letters belong in letter 'families'				
	The formation of digits 0-9	The formation of digits of the correct size, orientation and relationship to one another				
<p>The formation of lower case and upper case letters</p> <ul style="list-style-type: none"> • correct direction • starting and finishing in the right place 	<p>The formation of lower case and upper case letters</p> <ul style="list-style-type: none"> • correct direction • starting and finishing in the right place • correct size relative to each other 	<p>The formation of lower case and upper case letters</p> <ul style="list-style-type: none"> • correct size • correct orientation • correct relationship to one another <p>Leading strokes</p>	<p>Leading strokes and exit strokes join lower case letters to ensure increasing legibility, consistency and quality of handwriting</p> <p>Some letters, when adjacent to one another, are best left unjoined.</p>	<p>Knowledge of handwriting applied with increasing legibility, fluency and speed</p> <p>The writing implement that is best suited for a task</p>		

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Component 2: Know how to spell						
The names of the letters of the alphabet in order	The names of the letters of the alphabet in order Letter names to distinguish between alternative spellings of the same sound	Letter names to spell words aloud				
Phonemes and graphemes up to phase 4 to segment to make phonetically plausible attempts at spelling words	The 40+ phonemes and graphemes (up to phase 5) to segment to make phonetically plausible attempts at spelling words	All phonemes and graphemes to spell words by <ul style="list-style-type: none"> learning new ways of spelling phonemes for which one or more spellings are already known learn some words with each spelling 				
Irregular/tricky words up to phase 3	Irregular/tricky words up to phase 4/5					
	Days of the week and number words to 20	Months of the year and number words to 100				

	Common exception words (See NC appendix 1:Y1)	Common exception words (See NC appendix 1:Y2)	Common exception words (See NC appendix 1:Y3 and 4)	Common exception words (See NC appendix 1:Y3 and 4)	Common exception words (See NC appendix 1:Y5 and 6)	Common exception words (See NC appendix 1:Y5 and 6)
	Y1 spellings word list	Y2 spellings word list	Y3 spellings word list	Y4 spellings word list	Y5 spellings word list The morphology and etymology in spellings	Y6 spellings word list The morphology and etymology in spellings
		Homophones and near-homophones (see Y2 spelling word list)	Further homophones (see Y3 and Y4 spelling word list)		Homophones and other words which are often confused (see Y5 spelling word list)	

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Component 2: Know how to draft and construct a piece of writing					
The composition of a sentence orally	The composition of a simple sentence orally	The composition of simple and compound sentences orally	The composition of simple, compound and complex sentences orally (including dialogue)		
There are spaces between words	Spacing between words must reflect the size of the letters				

Punctuation for simple sentence structures	Punctuation for sentence structures	Punctuation for sentence structures				
<ul style="list-style-type: none"> capital letter for the start of sentences, capital letter for their name capital letter for personal pronoun 'I' 	<ul style="list-style-type: none"> capital letters for the start of sentences, names for people and places (proper nouns in Y2), days and months and personal 	<ul style="list-style-type: none"> capital letters full stops question marks exclamations for exclamation and effect <p>The different forms of</p>				

					parenthesis	Colons and semi-colons punctuate lists
						Bullet points punctuate lists of information
			Inverted commas punctuate direct speech	Inverted commas and commas punctuate direct speech	The difference between direct and indirect speech	The vocabulary and structures that are appropriate for informal speech and formal speech and writing, including the subjunctive form
	What a noun is	The difference between common nouns and proper nouns	The appropriate use of noun/pronoun to avoid repetition	What pronouns and possessive pronouns are		
	What a verb is	Commands must start with a verb in the imperative form		Standard English forms for verb inflections instead of local spoken forms		Passive and active verbs affect the presentation of information in a sentence
						Correct subject and verb agreement when using singular and plural

Writing at Askwith Primary School

Progression of genres taught through school for writing

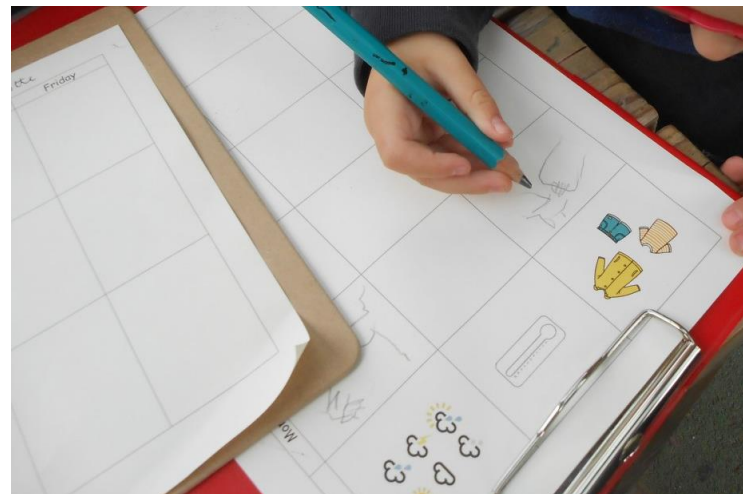
	Autumn	Spring	Summer	Poems to listen to (1 poet per term)
R	Retell traditional tales Recite nursery rhymes	Retell traditional tales Recite nursery rhymes	Dictated captions, labels and lists Retell traditional tales Recite nursery rhymes	Julia Donaldson Michael Rosen Pie Corbett
1/2	A Narrative Recite nursery rhymes	Retell traditional tales Promotional poster Recite rhyming poems	Retell stories with a familiar setting Informal letter Write rhyming words (Y1) Write mixed up rhymes (Y2)	Alan Alberg Dr Zeuss Enid Blyton
	B Narrative Recite nursery rhymes	Significant author (Shirley Hughes) Non-chronological report Recite rhyming poems	Stories from other cultures Leaflet about issues Write rhyming words (Y1) Write mixed up rhymes (Y2)	A.A. Milne Roald Dahl Naomi Shihab Nye
3/4	A Narrative	Myths and legends Diary Rhyming couplets	Significant author (Michael Morpurgo)	Lewis Carroll Edward Lear Christina Rosseti
	B Narrative	Stories with a dilemma Non-chronological report Performance - narrative	Adventure stories One-sided argument Simile poems	T.S Elliott William Shakespeare Maya Angelou

Teaching sequence and lesson structure

Long Term Overview 2022-2023			Year B	Year 3
Autumn Term	Spring Term	Summer Term		
English				
<p>Reading: Question Visualise Clarify Predict and Infer Summarise</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: T. S. Elliot Class text: <u>The Day Gogo</u> Went to Vote</p>	<p>Reading: Application of all reading and comprehension skills</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: William Shakespeare Class text: Lady Long Legs</p>	<p>Reading: Application of all reading and comprehension skills</p> <p>Ongoing reading and comprehension strategies</p> <p>Poet: Maya Angelou Class text: Sweet Clara and the Freedom Quilt</p>		
<p>Grammar: Connected knowledge Y2</p> <ol style="list-style-type: none"> Types of sentences The subordinate clause Inverted commas 'A' and 'an' Adverbs for when, where and how Prepositions The past and present perfect tense <p>link</p>	<p>Grammar: Application of grammatical features in range of writing genres</p>	<p>Grammar: Application of grammatical features in range of writing genres</p>		
<p>Writing: Narrative (including language and structure)</p>	<p>Writing: Stories with a dilemma Non-chronological report Narrative performance poetry</p>	<p>Writing: Adventure stories One-sided argument Simile poems</p>		

Writing in Early Years

- Phonics
- Pre-writing sessions
- Handwriting sessions
- Writing provision



Early Years and KS1: how to help at home

- Spelling practice
 - support your child when practising their spellings
 - rhymes, spelling patterns, dictation
- Fine motor games
- Pencil grip
- Encourage writing as part of play or everyday routine



KS2: how to help at home

- Spelling practice
 - support your child when practising their spellings
 - rhymes, spelling patterns, dictation
- Homework
- Pencil grip
- Encourage writing as part of play or everyday routine
- Writing for pleasure

Any questions?

