

# Whole School Writing Overview

## INTENT

At Oasis Academy Clarksfield, we want to enable our children to become confident, articulate and imaginative communicators; the teaching of writing plays a key role in this. We aim to ensure our children are well-equipped with the skills needed to write for a range of purposes and audiences. Although being intrinsically linked, writing and reading are taught in separate lessons, to ensure a focused method to both reading and writing objectives. Using a text-based approach, we allow children to apply their reading learning in their writing lessons, using the text as a stimulus.

We believe in taking a holistic approach to learning and, with this in mind, make links across the curriculum to aid children's understanding. The non-fiction genres taught in each year group are then applied and consolidated across the foundation subjects- this allows opportunities for further assessment and gives children a real purpose and intent for their writing.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them in the form of our highly trained, specialist teachers of writing
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centered and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing:

- knowledge, skills and understanding in each area of the curriculum areas
- character, through our Oasis 9 habits
- metacognition and self-regulation through Building our Learning Power (BLP)

**Character:** All children will see relatable characters and themes in quality literature that exemplify the Oasis ethos and 9 habits. All children will experience texts that reflect cultural, social and linguistic diversity, as well as introducing a world beyond the familiar. They will recognise how we are all continually developing our character and can be transformed into the best versions of ourselves by overcoming challenges with resilience.

**Competence:** All children will be functionally literate and flourish inside and outside the classroom, regardless of their starting points. Focused learning will be the foundation of every lesson with an emphasis on knowledge and skills that are spaced, progressive and revisited. All children will develop their own voice and have a choice about what they want to communicate with others.

**Community:** All children will be given the opportunity to connect with and explore their local community in order to become representatives, leaders and mentors and shape, influence and improve it. All children will be cultivated as writers who both care and have a message to share.

## Implementation

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery.

Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

## Core Concepts in Writing

<p style="text-align: center;"><b>Composition</b></p> <p>Composition is the way the writer assembles words and sentences to create coherent and meaningful work. It drives the writing process which signals writers to the conscious and considered creation of texts. It consists of planning and rehearsing, drafting or composing, editing and improving and publishing or performing. Research suggests that cumulatively rereading work to establish the flow and direction is important and drilling down to the smallest parts of composition, so there is sharp attention of details. Teacher demonstration of each stage of this process is crucial to children becoming fluent writers.</p>	<p style="text-align: center;"><b>Fluency</b></p> <p>Fluency in writing gives the individual the skills and power to manipulate grammar and vocabulary choices, sentence structures and organisational features with the reader in mind. The internalised 'sense of a reader' supports a pupil to make appropriate and powerful choices and an ability to continually assess the impact of their work in relation to the audience and purpose. An experienced writer will transform their writing using a range of techniques in a variety of contexts</p>	<p style="text-align: center;"><b>Handwriting</b></p> <p>Effective writing skills are dependent on developing handwriting skills in order to facilitate the higher order skills of content and creativity. Pupils who have not mastered this essential skill are unable to fulfil their potential in tasks that require handwriting and as a consequence they become frustrated and disenchanted or just quietly underachieve. By effectively teaching handwriting we produce enthusiastic and efficient hand writers who can convey ideas, thoughts and feelings on to paper and thus fulfil their potential as communicators.</p>
<p style="text-align: center;"><b>Spelling</b></p> <p>Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Learning to spell helps to cement the connection between the letters and their sounds and learning high frequency "sight words" to mastery level improves both reading and writing. The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly a student knows a word, the more likely they are to recognise it, spell it, define it, and use it appropriately in speech and writing.</p>	<p style="text-align: center;"><b>Punctuation</b></p> <p>Punctuation is both an authorial and secretarial element of writing. It consists of the use of standard symbols, spaces, capitalisation and indentation to help the reader understand written text. It provides the conventional framework for sentence structure. Ambiguous, unpunctuated sentences can change the meaning and confuse the reader. Effective teaching of punctuation enables writers to organise a text, generate coherent sentences and make grammar and vocabulary choices. A deeper understanding can then be established when children use punctuation accurately alongside syntax variation; they can then manipulate sentences to create flare and fluency.</p>	<p style="text-align: center;"><b>Grammar</b></p> <p>Grammar is powerful; it is grammar that gives sense to language. It enables young writers to explore the infinite choices available to them in shaping creative stories and building critical, effective texts. Grammar is taught embedded within the writing cycle, to ensure children are learning to use grammar in context.</p>

### Subject Delivery

Direct and Daily	Indirectly and Weekly
<p>Explicit writing lessons, taught daily, following the writing cycle.</p> <p>This includes grammar embedded within the cycle and opportunities for independent writing.</p>	<p>Access to Spelling Shed, where assignments are set weekly. Opportunities to apply skills learnt in non-fiction to wider curriculum subjects, to give children a real purpose for writing.</p>

### EYFS

Writing	Tales Toolkit	Elklan
<p>Writing lessons taught 4x per week. The writing is linked to quality text and reading. Children move through assigning meaning to marks made, to forming lower case letters and writing simple phrases sentences, which can be read by others.</p>	<p>To supplement the teaching of writing in EYFS, one lesson per week is dedicated to Tales Toolkit. This is a structure for creating a story, using set symbols to support children. Children primarily create stories verbally, to develop and encourage speaking and listening skills.</p>	<p>Elklan is taught daily to children and means they get the opportunity to learn five new words every day. This helps to develop language to be used in writing.</p>

KS1

Writing lessons	Non-fiction	Grammar	Handwriting
Daily writing lessons of up to 60 minutes. Children focus on a text type, within a genre, looking at key features and developing skills before an independent write. Using The Write Stuff (TWS), children focus their writing through the lenses, using the "initiate, model, enable" structure.	Non-fiction is taught in the first two weeks of each half term. This is then consolidated and applied in wider curriculum subjects.	Grammar is embedded in every writing lesson, through regular modelling. TWS grammaristics are used to focus the writing at different points. In addition to this, a discrete grammar lesson is also taught weekly.	Daily opportunities to develop and practice handwriting. Focus on correct letter formation and consistent sizing.

KS2

Writing lessons	Non-fiction	Grammar	Handwriting
Daily writing lessons of up to 60 minutes. Children focus on a text type, within a genre, looking at key features and developing skills before an independent write. Using The Write Stuff (TWS), children focus their writing through the lenses, using the "initiate, model, enable" structure.	Non-fiction is taught in the first two weeks of each half term. This is then consolidated and applied in wider curriculum subjects.	Grammar is embedded in every writing lesson, through regular modelling. TWS grammaristics are used to focus the writing at different points. In addition to this, a discrete grammar lesson is also taught weekly. Year 6 children receive two weekly discrete grammar lessons.	Handwriting sessions three times per week to consolidate and practice letter formation and joins.

Non-Fiction Writing

Non-fiction is taught in writing lessons in the first two weeks of each half term. This gives children the opportunity to learn and develop the skills of writing a particular text type. This is then consolidated in across wider curriculum subjects, as children apply skills learnt to their learning in other subjects. This helps to develop a purpose and intent behind non-fiction writing. Below is the coverage in each year group. There is an even coverage of the six non-fiction genres across each year group.

Non-Fiction Coverage: **History Topic** **Geography Topic** **Science Topic**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Personal Timeline Maps Human Body	The Royal Family Fieldwork Senses	Explorers North and South Pole Antarctic Animals	1980s Rivers Materials	1970s Local Geography Invertebrates	1970s Holidays Seaside Towns Human, Shellfish and Birds
	Report: Leaflet	Recount: Biography	Explanation: Scientific text	Persuasion: Advert/Letter	Report: Tourist Guidebook	Discussion: Review
Year 2	1960s Farms Human Health	1960s Geographical Features Materials	1960s Transport Roadmaps Invertebrates	1950s Rubbish Forces	Inventions Continents Plants	Post War Britain Islands Changes
	Report: Non-Chronological Report	Instructions: Instructions	Recount: Letter	Explanation: How to...	Persuasion: Advert/Travel Brochure	Discussion: Debate
Year 3	Ancient Egypt-art Egypt Rocks and minerals	Ancient Egypt-art Rivers Human Body	Ancient Greece-buildings Greece Light	Ancient Greeks European Seas Trees and Plants	Iron Age Minerals Magnetism	Celts Hills and Valleys Humans in Space
	Explanation	Recount: Diary	Report: Non-Chronological Report	Discussion	Instructions: Instructions	Persuasion
Year 4	Imperial Rome Australia Sound	Roman Britain Hong Kong Lotions	Anglo Saxons Weather States of Matter	Local History: Saxons to Vikings Coordinates and compasses Teeth	Vikings Scandinavia Circuits	What did the Vikings do for us? Volcanos Bubbles
	Recount: Diary	Report:	Explanation: Explanation of a process	Instructions	Persuasion	Discussion: Leaflet
Year 5	War of the Roses/Tudors Prime Meridian UK Cities	Elizabeth I/Armada Rainforests Materials	Aztecs Mexico Life Cycles	Incas Peru Forces	Stuarts Contours DNA	King James I California Life Cycles
	Report: Non-Chronological Report	Persuasion: Letter	Explanation: How to...	Instructions: Instructions	Recount: Newspaper Article	Discussion: Balanced Argument
Year 6	Georgians Rivers Fungi and Bacteria	Victorians Trade Cooking System	Suffragettes Slave Trade Evolution	Russian Revolution Russia Light	The Great War Mountains Electricity	Treaty of Versailles Catalonia Human Reproduction
	Explanation: Explanation of a process	Instructions: Instructions	Persuasive: Letter	Recount: Newspaper Reports	Report: Non-Chronological Report	Discussion: Balanced Argument

## Writing: 'The Write Stuff'

Writing is centred on a high-quality text that captures the children's interest from the outset. The structure that is used to teach writing is a personalised approach based around best practice taken from 'The Write Stuff'. The focus is placed on a love of story, enrichment and language in order to create 'impact writers'. Learning to write is a complex process and it is every child's entitlement. To engage children in writing, we provide purposeful reasons to write where pupils learn to enjoy writing expressively, imaginatively and informatively for purpose. We make writing part of daily life, linked to play, fictional and real experiences. We encourage the children to develop personal voice, style, stamina and range as a writer.

We understand that developing children as writers is so much more than asking them to remember grammatical constructions or tricky spellings. It is a complicated and intricate process – and if you enable a child to become a writer you have given them a voice, supported them to communicate and provided them with a skill that is vital for all of their schooling and to their life beyond.

*"Why write? Writing crystallises your ideas. It preserves them for others. It reveals the facets of your thinking. Good writing is creating a gem for others to discover." – Jane Considine, The Write Stuff*

## Writing in KS1 and KS2

Children follow a method called 'sentence stacking' which refers to the fact that sentences are grouped together chronologically or organisationally. This approach encourages the children to engage with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks:

Initiate	Model	Enable
<p><b>Initiate</b> – a stimulus to capture the children's imagination and set up a sentence.</p> 	<p><b>Model</b> – the teacher close models a sentence that outlines clear writing features and techniques.</p> 	<p><b>Enable</b> – the children write their sentence following the model and have the opportunity to 'deepen the moment'.</p> 

Example:

Plot Point 1		
Initiate	Model	Enable
<p>Verbs for how different animals move. Adverbs to add detail. Adjectives to describe forests, rivers and mountains. <b>Book images</b></p>	 <p>He swiftly soared past the frozen, frozen forest.</p>	<p>Verb, 2A, Adverb, repetition <b>DTM</b> – Noticing sentence. What can the character see when they look closer?</p>
<p>Adjectives to describe snow, snowflakes and ice. Similes to describe how they covered the land. Use colour thesaurus. <a href="https://www.youtube.com/watch?v=vplX-gr4AIE">https://www.youtube.com/watch?v=vplX-gr4AIE</a> <b>Gif stimulus.</b></p>	 <p>Crisp snow covered the ground like a pearl white blanket.</p>	<p>Adjective, -ed suffix, colour synonym <b>DTM</b> – Checking sentence. What can the character hear as they scan the land?</p>
<p>Negative emotions. Synonyms for weary, hungry and cold. <b>Shade-o-meter</b></p>	 <p>All of the animals were weary, famished and frozen.</p>	<p>List sentence <b>DTM</b> – Action sentence. How do the characters show their emotions?</p>

## Spelling

A multi-strategy approach to spellings based on excellent knowledge of specific spelling rules is the approach we've taken to handwriting. This includes activities that focus on phonological understanding, approaches to secure the long term memory of these spellings (mnemonics) and activities that check their understanding of meaning.



# Handwriting

At Oasis Clarksfield, we follow 'Achieving Excellence in Handwriting' by Martin Harvey. The programme of daily handwriting lessons are followed systematically in order for letters to be well formed, joined and of the correct size. Each lesson is intended to last 15-20 minutes. *Doing a little and doing it often is the key.* There are many important jigsaw pieces to fit in place, such as good quality writing tools and correct body posture, but within our school, uniformity of approach to teaching handwriting and the need for teachers to have high expectations of themselves and their pupils is vital.

## Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for writing in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through Socratic quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through final pieces of writing using the OCL TAFs and collated in both Student Portfolios in Showbie and physical writing books.

### Writing Specific Impact Measures

What are we measuring?

- Transcription – Spelling and Handwriting
- Composition – Grammar and Punctuation
- Fluency

## Progression Points against the Core Concepts

Core Concepts	Progression Point 1 EYFS	Progression Point 2 Year 1	Progression Point 3 Year 2	Progression Point 4 LKS2	Progression Point 5 UKS2
Spelling	<p><b>Three and Four-Year-Olds</b></p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul> <p><b>Children in Reception</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).</li> <li>• At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly.</li> <li>• Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils move towards more word-specific knowledge of spelling, including homophones.</li> <li>• Children should be taught that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order.</li> <li>• Spelling should be phonically plausible, even if not always correct.</li> <li>• Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.</li> <li>• Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling.</li> <li>• They should draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic knowledge should continue to underpin spelling after key stage 1; teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far.</li> <li>• Pupils also need to understand the role of morphology and etymology. spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>

Handwriting	<p><b>Three and Four-Year-Olds</b> <u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul> <p><b>Children in Reception</b> <u>Physical Development</u></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:</li> <li>• pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• Children should be able to form individual letters correctly, establishing good handwriting habits from the beginning.</li> <li>• Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally.</li> <li>• Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> <li>• Pupils should be using joined handwriting throughout their independent writing.</li> <li>• Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</li> <li>• They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>• They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</li> </ul>
Grammar	<p><b>Three and Four-Year-Olds</b> <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Use longer sentences of four to six words.</li> </ul> <p><b>Children in Reception</b> <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the appropriate vocabulary when their writing is discussed.</li> <li>• Pupils should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the glossary.</li> </ul>	<ul style="list-style-type: none"> <li>• The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar should be taught explicitly: pupils should be taught the terminology and concepts for Y3&amp;4 and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</li> <li>• At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.</li> </ul>	<p>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Punctuation</p> 	<p><b>ELG</b> <u>Communication and Language and Speaking</u></p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Demarcate sentence boundaries.</li> <li>• Pupils should recognise the sentence type and which punctuation mark is necessary.</li> <li>• Leave appropriately sized spaces between words and correlate the number of words in the sentence to spoken.</li> <li>• Use basic punctuation accurately: <ul style="list-style-type: none"> <li>▫ capital letters</li> <li>▫ full stops</li> <li>▫ exclamation marks</li> <li>▫ question marks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use familiar and new punctuation mostly correctly.</li> <li>• Identify and use apostrophes for contracted forms and the possessive (singular)</li> <li>• Identify the purpose of commas in the following circumstances and use them accurately: <ul style="list-style-type: none"> <li>▫ in a list</li> <li>▫ in between adjectives</li> <li>▫ before a conjunction when it joins two independent clauses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write down ideas with a reasonable degree of accuracy and with good sentence punctuation.</li> <li>• Pupils will be taught about the differences between Standard and non-Standard English and how to apply the use of punctuation to exemplify that in writing.</li> <li>• Indicate features in writing by: <ul style="list-style-type: none"> <li>▫ using commas after fronted adverbials</li> <li>▫ indicating possession by using the possessive apostrophe with plural nouns</li> <li>▫ using and punctuating direct speech</li> </ul> </li> </ul>	<p>Use the familiar punctuation in a variety of ways to evoke meaning or responses from the reader.</p> <p>Indicate features in writing by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>use hyphens to clarify meaning and avoid ambiguity</li> <li>use brackets, dashes or commas to indicate parenthesis</li> <li>use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>use a colon to introduce a list</li> <li>punctuate bullet points consistently</li> </ul>
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Composition	<p><b>Three and Four-Year-Olds</b> <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul> <p><b>Children in Reception</b> <u>Communication and Language</u></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul> <p><b>ELG</b> <u>Literacy and Writing</u></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose sentences orally before writing them.</li> <li>• Sequence sentences to make a short text.</li> <li>• Reread their writing to check that it makes sense.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• Discuss what they have written with confidence and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina for writing by writing: narratives, real events, poetry and for different purposes.</li> <li>• Record ideas sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing.</li> <li>• Read aloud what they have written with appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and enhance the effectiveness of their writing and the more varied grammar, vocabulary and narrative structures that they can draw to express their ideas.</li> <li>• Plan writing based on familiar forms.</li> <li>• Use simple organisational devices.</li> <li>• Evaluate own and others' writing, suggesting improvements and changes to grammar and vocabulary.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Read aloud their own writing using appropriate intonation and controlling the tone and volume.</li> </ul>	<p>Enjoy and understand language, especially vocabulary, to increase their fluency as readers, writers and their comprehension. Writing should be sufficiently fluent and effortless to manage the general demands of the curriculum. Reflect on their own understanding of the audience and purpose and make selections appropriately. In the writing process, develop consolidation, practise and discussion. Plan writing to suit audience and purpose; use models of writing. Develop character and setting in narrative. Select grammar and vocabulary for effect. Use a wide range of cohesive devices.</p>
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