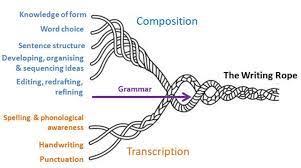
**Dobcroft Infant School**

**Curriculum for the Teaching of Transcriptional and Compositional Skills**

*At Dobcroft Infant School we teach children the mechanics of writing by first focusing on transcriptional skills and then front loading our curriculum with SPaG content so that the children have the knowledge to be able to write cohesively and fluently. We expose the children to a wide range of high-quality texts and are explicit about the purpose and audience to enable children to make appropriate choices that fit the audience they are writing for.*

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|  | | FS1 | | FS2 | Year 1 | Year 2 |
| **Contexts for**  **Writing** | | Enjoy stories and give input to how they make you feel.  Retell the main events in a familiar story to an adult.  Sometimes show story through mark making, pictures or role-play.  Engage with Story Dough  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  Planned for and child initiated opportunities in both the indoor and outdoor areas. | | Share key events for stories that they have read.  Begin to offer alternative endings or make predictions about familiar stories.  Sing a range of well-known nursery rhymes and songs.  Engage with Helicopter Stories sessions, sometimes telling their own story and acting it out.  Writing stimulus based on child interests and real life experiences.  A range of exposure to a range of high quality texts of different genres with the opportunity to create their own response or writing prompt.  Planned for and child initiated opportunities in both the indoor and outdoor areas. | Writing based around a key text  Writing genres - simple sentences, recounts of real events, segments of a story, character descriptions, setting descriptions and simple fact files.  Begin to offer alternative endings or make predictions about familiar stories. | Writing based around a key stimulus – mainly class text book however also use: film, documentary, real life event  Different genres written - story, recount, character description, setting description, poem, fact file, letter. |
| **Transcription skills** | **Phonic &**  **Whole word**  **spelling** | | Say a sound for the taught graphemes.  Enjoys songs and rhymes.  Joins in with familiar songs and rhymes.  Knows some animal sounds, and can distinguish between them with ease.  Clap syllables in words.  Recognise words that rhyme.  Hears and says the initial sound in words.  Beginning to hear the final sounds in CVC words | Hears and says the initial, middle and final sound in words  Recognise words with the same initial/final sounds.  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge.  Read and spell a few common exception words matched to their phonic programme.  Read simple phrases and sentences made up with known letter sound correspondences.  Continue a rhyming string.  Spell words by identifying the sounds and then writing the sound with recognisable letters. | To name all the letters of the alphabet in order and know the sounds which they most commonly make.  To use letter names to be able to distinguish between different spellings of the same sound.  To quickly read the correct sounds for graphemes for all 40 phonemes.  To spell words containing all 40+ graphemes.  To make phonetically plausible attempts at spelling.  To spell most y1 common expectation words correctly.  To be able to use consonant and vowel digraphs, know the sounds they make and be able to write in words.  To segment words into sounds to help them spell and know how to represent sounds using appropriate graphemes  Use the spelling rule to adding -s and -es to create plurals and use -ing, -ed, -er and -est when no change in spelling is needed. | Write words containing all 40+ graphemes and for many, know which spelling variant of the sound to use  Spell many common exception words correctly (ARE)  Spell most common exception words correctly (GD)  Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  Spell some words of 2+ syllables correctly  Using the spelling rule for adding –s or –es for plurals  Using the suffixes –ing, –ed, –er and –est.  Using the prefix un– |
| **Handwriting (motor skills and pencil grip)** | | Use a comfortable grip with good control when using one handled tools.  Ascribe meaning to the marks they make.  Range of opportunities for exploring mark making- indoors and outdoors with a variety of media.  Using large and small motor skills to do things independently (mark making, holding tools for writing)  Use a comfortable grip with good control when using one handled tools.  Represent their own name using recognisable letters.  Add marks to their drawings and sometimes give meaning to these.  Write some letters accurately. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Ascribe meaning to the marks they make.  Writing can be read by themselves and by others.  Range of opportunities for exploring mark making- indoors and outdoors with a variety of media.  Develop core muscle strength and maintain posture when sitting at a table.  Hold a pencil effectively in preparation for fluent writing using a tripod grip in almost all cases.  Write recognisable letters, some of which are correctly formed using the RWI letter formation prompts. | Have developed a secure tripod grip to hold a pencil.  They should begin to form all lower-case letters in the correct direction, starting and finishing in the right place. (printing using the RWI letter formation prompts)  To write capital letters bigger than lower case letters.  To understand the relative size of letters and sometimes demonstrate this in their own writing.  To write numbers 0-9 correctly. | Have a secure pencil grip (tripod) or resource to support this.  Form all lower-case letters in the correct direction, starting and finishing in the right place with the correct sizing for printing (RWI).  Some children will being to demonstrate “smiling in and out” and begin to form the correct joins in letters.  To form letters of relative sizing to one another with clear capital letters, ascenders and descenders.  To write numbers to 100 correctly. |
| **Gross motor skills** | | Using a variety of large mark making media to develop gross motor skills.  Participate in daily ‘funky fingers’ activities to develop fine motor skills.  Supermovers whole class sessions to develop a range of body movements to strengthen and develop muscle tone. Moves: Caterpillar, bee, anemone.  Dough disco to develop core strength, muscle tone and pressure. | Using a variety of large mark making media to develop gross motor skills.  Supermovers intervention sessions to develop a range of body movements to strengthen and develop muscle tone. Moves: caterpillar, curious caterpillar, bee, anemone, turtle and crocodile.  Dough disco to develop core strength, muscle tone and pressure.  Planned provision for developing core strength and muscle tone (funky fingers trays changed weekly) | Continue with ‘funky fingers’ and fine motor activities during continuous provision.  Children should be able to sit correctly at a table.  Core stability in place to be able to sit and write comfortably and a desk for an extended period of time.  Whole class teaching with children moving between carpet and desks regularly. | Whole class teaching with children moving between carpet and desks regularly.  Children to sit correctly at a table with feet on the floor.  Core stability in place to be able to sit and write comfortably and a desk for an extended period of time. |
| **Punctuation** | | Some children may use indicate a new idea or word by leaving spaces between marks spontaneously. | Children indicate a new word using a finger space, sometimes with reminders from an adult.  Some children may indicate a new idea or the end of a sentence by using a full stop, often with reminders from an adult.  Some children independently explore the use of capital letters as a way to mark the beginning of a new sentence, though this is not an end of year expectation. | To independently be able to separate words with finger spaces.  To be able to independently use;  capital letters (sentences, proper nouns)  full stops  question marks  exclamation marks | Separation of words with spaces of relative size to letters.  Using capital letters, full stops, question marks, exclamation marks, apostrophes for contraction and omission, commas in a list and to separate adjectives. |
| **Composition skills** | **Planning**  **writing** | | Teacher led or group gathering of ideas prior to mark making and writing opportunities.  Orally rehearse sentence stems as a basis for writing. | Retell key events in their own lives and main events of familiar stories.  Create a simple plan using a story map or oral rehearsal.  Listen and respond to stories that they hear. Use ideas from familiar stories and group discussion in their own writing.  Use sentence stems as a basis to plan their writing. | Children should be able to say out loud what they want to write.  Small group or whole class depending on time of year.  Children explore a WAGOLL of the context of writing that they will be expected to complete. SPaG work delivered around this context.  Children plan (in small groups or whole class) their writing beforehand.  E.g. a story mountain.  Plans are then used to create final piece of writing. | Whole class planning (small group/1:1 where identified SEN or other reason)  Feature find of a WAGOLL to start each block of writing so they see what is expected and can magpie good features.  Writing planned using story maps/story mountains with key questions to structure.  Plans used when writing final independent piece. |
| **Drafting and editing**  **writing** | | Orally say and hold their sentence before ascribing meaning to the marks that they make.  Opportunity to reflect on their writing orally with an adult. | Orally say and hold their sentence before ascribing meaning to the marks that they make.  Able to reflect on their writing and edit where appropriate (with an adult) using the whole school green pen reflection policy. | Children should be able to green pen their work spotting some mistakes independently and correcting others with direction from the teacher.  Children will be given opportunity where appropriate to publish their writing. | Re-reading what they have written to check that it makes sense.  Children to use Spelling Zone resource to go through and edit spellings of common exception words in green pen,  Children to green pen edit their writing to make simple additions, revisions and proof-reading corrections to their own writing after discussion with teacher. |
| **Writing**  (see individual year group termly progression document) | | Mark making in all provision areas using a variety of media and stimulus.  Some children may begin to leave finger spaces between words.  Form some recognisable letters and give meaning to the marks that they make. | Write words, then simple sentences that can be read by themselves and others.  Use finger spaces between words.  Sometimes use full stops correctly to demarcate sentences.  Respond to a variety of stimulus including modelled sentences by the teacher.  Write simple phrases and sentences which can be read by themselves and others. | To understand how words combine together to create sentences.  To sequence sentences together to form short pieces of writing.  Join simple sentences with ‘and’.  Independently sequence sentences together to create short pieces of writing - recounts, character descriptions, setting descriptions, poems, stories.  Children to be able to re-read what they have written to an adult.  Children to be able to write from memory simple sentences dictated by the teacher using sounds and common exception words. | To understand how words can combine to make sentences.    Joining simple sentences with coordinating conjunctions (and but so)  Join sentences with subordinating conjunctions (because with if) to form complex sentences.  Sequencing sentences to form narratives  Write for different genres and audiences, adapting writing style/language to match. (GD  Sequencing sentences to form narratives and changing writing for audience.  Re-reading what they have written to check that it makes sense. |
|  | **Vocabulary (including Oral composition)** | | Generate vocabulary as a group based on a familiar stimulus or real life experience.  Rainbow talk fans used to develop children’s language to explain stimulus or activities.  Time to Talk opportunities daily, staff use interesting and new vocabulary often to expose children to new and interesting words and phrases.  Taught key vocabulary used *(see key vocabulary for each half-term text document)* | Use and understand recently introduced vocabulary throughout provision and whole class teaching.  Use vocabulary word mats and displays to develop vocabulary.  Develop vocabulary and language which is appropriate to the stimulus, experience or subject matter.  Consolidate the use of Rainbow talk fans used to develop children’s language to explain stimulus or activities.  Time to Talk opportunities daily, staff use interesting and new vocabulary often to expose children to new and interesting words and phrases.  Taught key vocabulary used *(see key vocabulary for each half-term text document)* | Children should know the terms letter and capital letter and the difference between them.  Children should understand the term sentence.  Know what a full stop, question mark and exclamation mark are.  To understand the difference between singular and plural.  To be able to choose basic appropriate adjectives and verbs for effect.  Vocabulary words mats to be used and sent home for topic related vocabulary.  Time to Talk Interventions weekly  Taught key vocabulary used *(see key vocabulary for each half-term text document)* | Children to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  Children to know synonyms for common vocabulary and choose vocabulary based on effect  Vocabulary words mats to be used and sent home for topic related vocabulary.  Time to Talk Interventions weekly  Taught key vocabulary used *(see key vocabulary for each half-term text document)* |
|  | **Grammar** | | Say a simple sentence using appropriate intonation and speed.  Teachers model appropriate sentence structure using children’s ideas.  Record sentences orally using talking postcards or scribed by an adult. | Say a simple sentence using appropriate intonation and speed.  Independently hold and write a simple sentence.  Extends own sentences orally using and, because, then, after.  Begins to extend sentences orally using interesting vocabulary or adding phrases e.g. ‘I went to the beach’ becomes ‘I went to the beach with my family’ or ‘I went to the beach and it was hot’. | To be able to join sentences using and.  May use ‘because’ to join 2 simple sentences orally and written if independently  To use affective verb and adjective choices. | To use present and past tense mostly correctly and consistently  To use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses  To use adjectives, expanded noun phrases, adverbs  To write statements, commands, questions and exclamations when appropriate for effect |
|  | **Grammatical**  **Terminology** | | Terminology to be shared with the children;   * Letter * Sound * Word * Phrase * Finger Space * Sentence | Terminology to be shared with the children;   * Letter * Sound * Word * Phrase * Sentence * Full stop * Capital letter * Finger Space * Title * Fiction * Non-fiction | To be aware of the terms; letter  capital letters  Plural / singular  Word  Sentence  full stop  capital letter  exclamation mark  question mark  noun  verb  adjective  past and present tense | Children to know terminology for the different punctuation and sentence types they write (e.g. - command, explanation, statement, question, compound, complex, simple)  Use the grammatical terminology when discussing their writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark comma apostrophe).  Be able to identify what a noun, verb, adverb, conjunctions and adjective is. |
| **Expectations at the end of the year** | | | Children explore the classroom environment and learning opportunities, planned for by staff and child initiated, confidently and independently.  Children demonstrate an awareness of print in the environment and are beginning to give meaning to the marks that they make in provision and in teacher led activities. |  | All children to be able to sequence together at least 5 sentences independently in the given writing context applying the relevant SPaG knowledge required as above. | Year 2 TAF - ARE  - write simple, coherent narratives about personal experiences and those of others (real or fictional)  - write about real events, recording these simply and clearly  - demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required  - use present and past tense mostly correctly and consistently  - use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses  - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others  - spell many common exception words\*  - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  - use spacing between words that reflects the size of the letters. |