The Journey to becoming a Writer

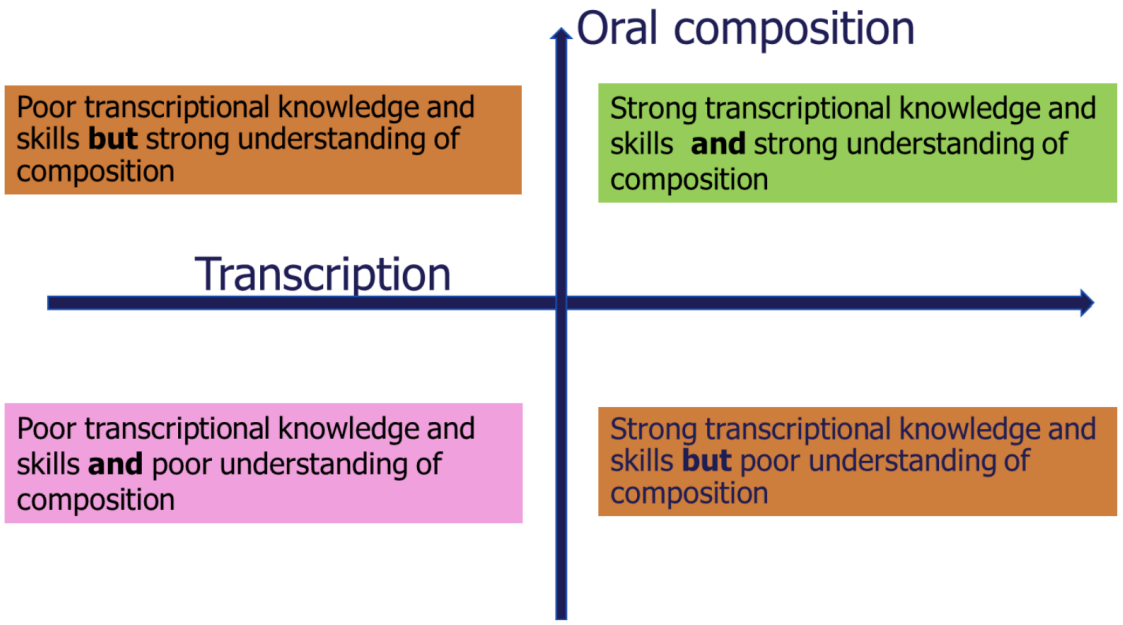
(EYFS and KS1)

Rationale

This document has been written in recognition of the complex nature of becoming a writer. Children need to be taught and have frequent opportunities to practise the component skills and foundational knowledge needed to write before being expected to write complex tasks.* These include skills such as letter formation, handwriting, spelling and knowledge of grammar, syntax and sentence structure. This document considers the progression of these skills from Early Years to KS1 and supports children to be Junior Ready by the end of Year 2.

**Telling the Story:the English education subject report Ofsted March 2024*

A view of writing



Two key components for becoming a competent writer are:

1. Transcriptional skills – handwriting and spelling which are accurate and can be performed with automaticity.

2. Oral composition – children composing sentences orally supporting the development of vocabulary, grammar, sentence structure.

Transcriptional Skills	
Nursery	Focus on physical development .....not by chance ! baseline assessment (3 times a year) and targeted offers in environment Correct pencil grip Letter formation in name taught September programme – Wiggle me into a Squiggle Moving onto Squiggle whilst you Wiggle
Reception	Summative assessment PD baseline - 3 times a year Term 1- Squiggle whilst you wiggle then Squiggle me into a Writer Dictated sentences as part of english/ phonics link Spelling- HRSW
Year 1	Handwriting/ letter formation lessons in small groups(Letter join https://www.letterjoin.co.uk/log-in.html)Bligh_8 spare1 Fine motor activities Children highlighted for intervention – Beam . Squiggle into a writer Dictated sentences Spelling HRSW
Year 2	Handwriting lessons (Letter Join https://www.letterjoin.co.uk/log-in.html)Bligh_8 spare1 Dictation Spelling HSRW Cursive for those when developmental ready

Oral Composition (links to spoken document and overviews)	
Nursery	Modelling and narrating in environment Taught sessions in appropriate group size of sentence structure Storytelling sessions
Reception	Modelling speaking in interactions Circle times and taught sentence starters Oral composition focus in lessons High quality adult interactions Stem sentences
Year 1	Circle times with structured sentences and questioning Oral composition will be a deliberate part of lessons Communication and collaboration/ plan do review Talk for writing approach of retelling and innovating stem sentences
Year 2	Oral composition will be a deliberate part of lessons Communication and collaboration/ plan do review Talk for writing approach of retelling and innovating stem sentences

The process below outlines writing progression from reception to Year 2

Intended Outcomes

By the end of EYFS children will be- confident to have a go at writing using their phonic knowledge, writing a simple sentence that can be read by others, whilst developing letter formation.

By the end of Year 1 children will be- able to orally compose and write extended sentences including; some conjunctions, harder to read and spell

words, capital letters, finger spaces consistently, full stops and phonetically plausible.

By the end of Year 2 children will be - able to orally compose and write a coherent piece of work. With;

- Accurate punctuation
- Subordinating and Coordinating conjunctions
- A range of sentence types
- Vocabulary from their reading or new vocabulary
- Descriptive language
- HRSW and spellings

This will be assessed by;

1. **Summative assessment:**

-Moderation within the school and the trust 3 times yearly
- Teacher Assessment daily

2. **Formative assessment:**

- green pen marking
- In the moment verbal feedback

The progression below shows the exposures to each genre a child will have. This should be considered when planning and building in complexity through the key stages.

Genres of writing

Year R	Labels	Captions	List/simple instruction	Invitation /simple letter	Simple descriptive sentence		Sentence with conjunction
Year 1	Factual Sentences	Recount	Instructions	Letters	Simple Character Description	poem	Simple Narrative
Year 2	Non Chron Report		Instructions	letter/email persuasive	Descriptive Writing	poem	Narrative

Bligh Primary
A School with Heart

Reception and KS1 Writing Skills Progression

	Planning	Editing	Punctuation	Handwriting
Year R	Say out loud the words and/or short sentences they are intending to write.	Re-Read what they have written to share it with the teacher and/or their peers	Finger Spaces	Begin to break the flow of speech into words.
	Segment the sounds in simple words and blend them together in order to make phonetically plausible attempts at writing them.	After re-reading and discussing with a teacher, understanding they can 'have another go' at writing a word/sentence.		Use finger spaces to identify the breaks in speech (single words).
Year 1	Say out loud what they are going to write about in advance.	Re-read what they have written to check it all makes sense.	Capital letters for names and for personal pronouns. Capital letters at the beginning of sentences. Full stops Question Marks Exclamation Marks Consistent Finger Spaces.	Use appropriate finger spacing in their writing. Position their writing appropriately on the page/on the line. Always write from left to right and sit from top to bottom. Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters in the correct direction, starting and finishing in the right place. Form Capital Letters. Form digits 0-9. Understand which letters belong to which handwriting families and practise these.
	Orally compose sentences and/or whole texts.	After re-reading and discussing with a teacher, understanding they can 'have another go' at writing a word/sentence, based on their developing understanding of phonics.		
Year 2	Consider what they are going to write either by orally rehearsing or a simple written plan.	Re-read and check that their writing makes sense and proofread to check for errors in SPAG with the end of sentences punctuated correctly.	Commas to separate items in a list.	Use spacing between words that reflects the size of the letters. Form lower case letters of the correct

	Develop and order ideas through role play and improvisation.	Upon re-reading, check that verbs for time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections.	Apostrophes to make where letters are missing in spelling and to mark singular possession in nouns.	size relative to one another. Write capital letters and digits of the correct size, orientation and relationships to one another and to lower case letters. Use some of the diagonal and horizontal strokes needed to join letters and understand letters.

	Text Construction (At sentence level)	**Text Construction (At text level)**
Year R	To orally compose sentences To orally compose sentences with conjunctions To write a dictated sentence using GPCs they have learnt	To orally retell a story showing an understanding of story structure
Year 1	To join words and clauses using Year 1 conjunctions To compose sentences orally and then to write down. To recognise sentence boundaries To write from memory a dictated sentence using GPC they have learnt To begin to write imperative sentences.	To begin to write about more than one idea. To begin to write their orally invented stories using conjunctions To group ideas together
Year 2	To use subordinating and coordinating conjunctions To use different sentence forms- question, exclamation To write from memory a dictated sentences using GPC they have learnt, developing stamina To use new vocabulary they have been taught or from reading in their writing e.g topic vocab etc. To use expand noun phrases e.g the blue butterfly To construct similes e.g Grumpy like a bear To incorporate simple time adverbials e.g next morning, as soon as…	To write about more than one idea, using simple sequencing To develop stamina for writing - writing narratives from personal experiences and fictional To write for different purposes- e.g recount event, letter to persuade etc To use present and past tenses correctly and consistently To group related ideas to create coherence

	To use a pattern of three for description e.g He was old, bald and smiley	

	Conjunctions	Key Terminology	HRSW
Year R	once upon a time then so and but next in the end	book page story beginning middle end rhyme poem character word finger space sound phonics phoneme grapheme digraph trigraph blend/ing	I no go to the into he we me be she my you was have put they said so all are when what were out some there little do
Year 1	now soon first after that one day/night suddenly on Tuesday/Sunday	letter capital letter singular plural sentence punctuation full stop question mark exclamation mark joining word punctuation mark	should would could people because their Mr here your very Mrs
Year 2	as or	noun noun phrase	asked please

	if because until when that	statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma introduction build up problem resolution homophone/homonym vocabulary syllable alliteration simile joining word/conjunction	once many want who whole where

The techniques used to deliver parts of the gradual release model in lessons can be accessed in the Bligh Way ToolKit.