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| **LITERACY: WRITING** |
| **EXCEEDING**Children can spell phonetically regular words of more than one syllable as well as many irregular high frequency words. They use key features of narrative in their own writing. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| The key features of narrative and how to use them | * Read and talk about a wide range of traditional tales and fairytales so that children understand some of the key features
* Teach and encourage the use of key features of narrative, e.g. Once upon a time.., One day…. They all lived happily ever after, etc.
* Give children time to develop their writing
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| How to break a word into syllables to support spelling | * Teach children how to spell words with more than one syllable (see phonics planning)
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| **ELG**Children use their phonic knowledge to write words in ways which match their spoken words. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| **Curriculum:**What is taught | **Teaching:**How curricular content is taught |
| How to form a sentence; what a sentence is, and how it is punctuated e.g. capital letter, spaces, full stop; and how to form a sentence | * Teach children how to read, then write a simple sentence (see phonics planning)
* Make simple books involving basic sentences
* Regularly model writing sentences
* Practise writing simple sentences – shared/ guided/ independent writing - in a wide range of meaningful contexts, e.g. instructions, letter, recipe, etc.
* Provide word banks to support writing sentences
* Provide opportunities for writing in different areas, both indoor and outdoor
* Provide a range of writing opportunities linked to children’s interests
* Provide a wide range of writing equipment as well as booklets, envelopes, etc.
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| How to write a caption; that words can be sequenced to form a caption, and how to write a caption | * Teach children how to read, then write a simple caption (see phonics planning)
* Make simple books involving basic captions
* Regularly model writing captions
* Practise writing simple captions – shared/ guided/ independent writing - in a wide range of meaningful contexts, e.g. speech bubbles, labelling a map, making road signs etc.
* Provide word banks to support writing captions
* Provide opportunities for writing in different areas, both indoor and outdoor
* Provide a range of writing opportunities linked to children’s interests
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| That some words cannot be spelt phonetically and how to write these irregular common words | * Teach children to write irregular words using the Action Words scheme – see phonics planning
* Display Action Words for children to look at when writing as they play; practise covering the words (as appropriate)
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| How to write simple words; and how to write more difficult words by sounding them out | * Teach children how to write simple words (see phonics planning)
* Regularly model writing words
* Practise writing simple words – shared/ guided/ independent writing - in a wide range of meaningful contexts, e.g. making name labels, labelling a treasure map, etc
* Provide activities and play games to help children to practise writing simple words, both independently and with an adult
* Provide opportunities for writing in different areas, both indoor and outdoor
* Provide a range of writing opportunities linked to children’s interests
* Provide a wide range of writing equipment as well as booklets, envelopes, etc.
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| That we can segment simple words orally | * Use ‘Alphie’ to practise oral segmenting, and play simple games to develop this skill
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| How to represent each phoneme as a grapheme | * Teach children to represent phonemes as graphemes using SFA Phonics scheme (see phonics planning)
* Practise forming letters during ‘Penpals’ handwriting lessons
* Display the letters so that children can see them and use them to support writing as they play
* Provide lots of opportunities to practise representing phonemes as graphemes, e.g. magnetic letters, Duplo phonics set, whiteboards, chalk, etc.
* Develop finger muscles to support letter formation (see Physical Development: Moving and Handling)
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| They can record using marks | * Allow children to help to make classroom signs and labels
* Provide a wide range of mark-making materials, both indoors and outdoors
* Encourage children to talk about the marks they have made and give them meaning
* Support children in writing their name
* Model writing for a purpose, e.g. writing down a reminder or a message for parents
* Provide opportunities for writing during role-play and other activities
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