

Writing at Church Eaton



What are our Aims?

EYFS (Early Years Foundation Stage)

Literacy educational programme (taken from the EYFS Framework 2020)

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Key Stages 1 and 2

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
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What do we cover in EYFS?

Our Writing key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time in EYFS.

	Nursery	Reception
Physical Development	<ul style="list-style-type: none">• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.	<ul style="list-style-type: none">• Develop the foundations of a handwriting style which is fast, accurate and efficient.
Literacy	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing.• Write some or all of their name.• Write some letters accurately.	<ul style="list-style-type: none">• Form lower-case and capital letters correctly• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.

What do we cover in Years 1 to 6?

Our Writing key concepts are embedded throughout the curriculum. Our procedural knowledge progression map then outlines what we want your child to learn at the different stages of their time at Church Eaton.

Concept		Years 1 and 2	Years 3 and 4	Years 5 and 6
Composition	To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
	To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
	To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and subheadings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing.
	To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
	To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis

		<ul style="list-style-type: none"> • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
Transcription	To present neatly	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style.
	To spell correctly	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spellings rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. 	<ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus.

		<ul style="list-style-type: none"> • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 		
Transcription	To punctuate accurately	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g., the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis.

				<ul style="list-style-type: none"> • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and presentation	To analyse writing	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p> <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
	To present writing	<ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. 	<ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume.

What does learning look like in EYFS?

In EYFS, your child will develop their writing skills through stories and a variety of strategies such as The Drawing Club, daily story time and adults modelling 'acting the stories' using small world equipment, masks and first-hand experiences. Literacy opportunities are embedded in many of the continuous provision activities available to the children during the week. Our EYFS uses a variety of texts as a basis for topic planning and usually start with an exciting hook to engage children into both the topic and the book. Our class library has books linked to the current theme and are appropriate to Nursery and Reception. Some of these texts are chosen for their level of challenge and quality language. They have also been chosen with a view to promoting reading for pleasure.

What does learning look like in Years 1-6

For each lesson, or sequence of lessons, we follow a seven-step model based on research completed by the EEF (Education Endowment Foundation) [The Seven Step Model](#).

Step 1: Activating Prior Knowledge: We begin by considering the key concepts that we have taught previously and what your child will need to know to access the learning. We ask a series of questions about what they have learned previously that is relevant. Your child will be reminded of the vocabulary and knowledge that they have acquired which will help with the next task. We will also complete fluency checks here and help children to understand words that they might have found tricky.

Step 2: Explicit Strategy Instruction- We introduce the new knowledge, new vocabulary and/or new technique to your child. We ensure that they are not taught too much in one go as we do not want to overload their working memory. We talk to them about how they will complete the task and take them through each step as well as discussing strategies and how to manage their emotions

Step 2: Modelling of learned strategy: We always model how to complete each step of the task then. We show which strategy we will use and how we manage our emotions during the learning process.

Step 4 Memorisation of strategy: We check to see if your child has understood what they have been taught.

Step 5 Guided Practice We then provide lots of opportunities for them to practice and gradually remove support as they become more comfortable. Sometimes your child might need extra help, so they are supported in a way which promotes and sustains their confidence and competence once the scaffold is removed

Step 6 Independent practice: Your child may then complete the task by themselves without support

Step 7: Structured reflection: Finally, we think about what went well and what they would do differently next time. We encourage pupils to reflect on how their emotions and motivation levels affected their performance in the task. This can take place as whole class, Individually or in small groups.

Where children need a little extra help, we run intervention groups. These might be one to one, in pairs or in guided groups of up to 66 children. The interventions are designed to give children lots of confidence in being able to read words and texts fluently.

How do we track progress in EYFS?

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations or working above age related expectations.

At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Early learning goals that link to Writing:

EYFS Physical development (this links to the mechanics of writing/pencil control)

ELG Fine motor skills –

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

ELG Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

EYFS Expressive arts and design (this links to re-telling and adapting familiar stories – talk for writing)

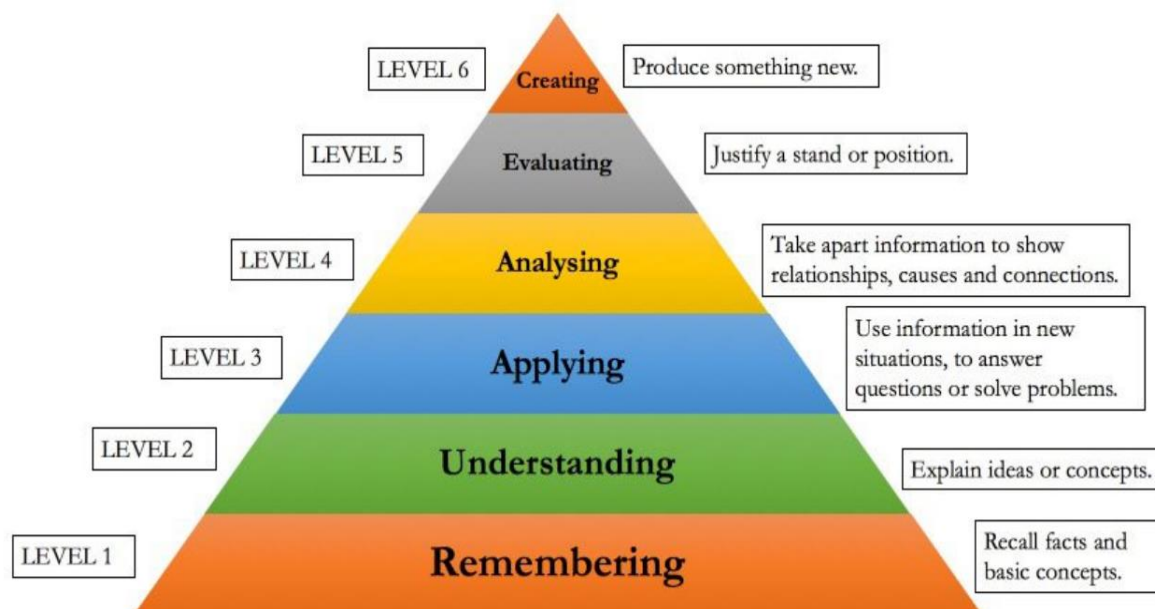
ELG Being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher

How do we track progress in Years 1-6?

Children complete endpoint assessments which we call Products. We then complete book looks/ pupil interviews and regular moderation exercises of this work to check on the progress made and identify how we can support your child in the future. We will also complete regularly formal assessments to help your child prepare for year 6 sats.

Because your child is in a mixed age class, which they stay in for two years, we may repeat a concept or a chunk of learning several times. As your child becomes more secure in their understanding of this concept, we are then able to identify the depth of their knowledge. We use Bloom's Taxonomy' to do this. Bloom's Taxonomy attempts to classify learning stages from remembering facts to being able to create new ideas with the knowledge that has been gained. The idea of Bloom's Taxonomy is that learning is a consecutive process. Before applying a concept in real life, we must understand it. Before we understand a concept, we must remember the key facts related to it. It looks like this.



As a rough guide, we aim for children to be working at these levels

	Years 1 and 2			Years 3 and 4			Years 5 and 6		
Year	Year 1	Year1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year5/6	Year 6
Depth of Knowledge demonstrated	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate	Remember	Understand Apply	Analyse Create Evaluate

