

Rednal Hill Infant School Writing Overview (see unit overview for additional detail)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Nursery</u>	To develop motor function To develop tool use Oracy- building vocabulary to reflect the environment and provision. Developing the sequence of words to convey meaning. Increasing bank of known nursery rhymes. Build language patterns through 10 spine books, traditional stories and reading for pleasure.		Develop purposes for writing through adult modelling and use. Purposes to mark make, using a range of scale and tools. Develop muscles through heavy work. Focus on shoulder pivot points and developing core strength Build language patterns through 10 spine books, traditional stories and reading for pleasure.		Support the ascribing of meaning to marks. Children label, and annotate own drawings. Develop purposes for writing through adult modelling and use. Focus on pre- writing skills and development of grip, control and strength in the hand. Build language patterns through 10 spine books, traditional stories and reading for pleasure.	
	Little Wandle Foundations for Phonics- Identify and describe sounds, Identify syllables in words, Orally blend and segment, identify initial sounds					
Vocabulary	mark make, sound patterns, syllables, rhyme, initial, pincer grip, story					
<u>Reception</u>	Handwriting					
	Gross motor- heavy work, shoulder and elbow pivot focus Developing core strength activities Play dough funky fingers to develop finger fluency- cutting, threading, chopping, pinching, clothes pegs-pinching picking up small objects Peeling stickers Scissors- learning to snip and cut straight lines Letter join – focus on handwriting patterns leading on to easy letters (in families).		Fine motor focus- pincer movement and finger strength Focusing on a tripod grip https://teachhandwriting.co.uk/whole-class-tripod-pencil-grip-teaching-fs.html https://www.theotttoolbox.com/tripod-grasp-fine-motor-skills-everyday-items/ funky fingers- ripping, tweezers, winding, cutting, twisting, Scissors- curved lines and smaller parts._ Dot to dots . Letter join – continuation of easy letters families		Developing automaticity and fluency of letter shape and control. Focus on letters being next to each other in a word to signal start and end. Finger spaces to separate words in a phrase or simple sentence. Letter join – continuation of easy letters families	

	Composition					
	Oracy focus through emergent writing opportunities- switching on to writing. Traditional tales, favourite books. Enhancements to 'write' mark make for purposes. Writing initial sounds to words based on phonic knowledge. Build to CVC words to label drawings/ pictures		Orally composing full sentences. Use story maps to retell familiar stories and create own. Writing captions and short sentences- with a focus on segmenting sounds, formation and finger spaces. Using words that are closely linked to known graphemes. Dictation of captions and phrases.		Linking purpose and audience when writing. Correct formation of all letters. Dictation of simple sentences. Using words that are closely linked to known graphemes.	
Vocabulary	phoneme, grapheme, sound talk, blend, tricky word, finger fluency, lists, labels, captions, phrase, card, invitation, letter, sentence, full stop, capital letter, finger space, handwriting- pull, push, bump. Full sentence.					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	-Orally composing and rehearsing sentences to convey meaning. -Transcription focus- capital letters, full stops, finger spaces, re reading for sense -Boundaries of punctuation. -Sequencing more than 1 sentence. -Writing in the 1 st person.	-Orally composing and rehearsing sentences to convey meaning. -Introduction to the use of 'and' to join 2 clauses. -Introduction to capitals for proper nouns. -Using description for the reader. -Demarcation of sentences (revisited) -Spelling of past tense words using -ed	-Orally composing and rehearsing sentences to convey meaning. -Develop use of conjunction 'and' and the reader's need for more detail (revisited) -Sequencing of ideas through demarcation (revisited) -Past tense (revisited) -Introduce simple shared plans.	-Orally composing and rehearsing sentences to convey meaning. -Introduce grouping related information through shared plans. -Develop use of conjunction 'and' and the reader's need for more detail (revisited) (extend- use of co-ordination 'because) -Sequencing of ideas through demarcation (revisited).	-Orally composing and rehearsing sentences to convey meaning. -Poetry- descriptive vocabulary through the senses. -Sequencing of ideas through demarcation (revisited). -Spelling of past tense words using -ed (revisited). -Writing in the 1 st person (revisited). -Introduce using different sentence openers.	-Orally composing and rehearsing sentences to convey meaning. -Writing a narrative using third person (revisited). -use different sentence openers (revisited). -Sequencing sentences through demarcation (revisited). -Develop use of conjunction 'and' and the reader's need for more detail (revisited) (extend- use of co-ordination 'because)

				-Capitals for pronouns (revisited). -Writing a narrative using third person.		-capitals for proper nouns (revisited).
Vocabulary	Sentence, words, punctuation, finger spaces, capital letter, full stop, pronoun, question marks, conjunction, phrase, suffix		Sentence, words, punctuation, finger spaces, capital letter, full stop, past tense, conjunction/ clause, imperative verb, question marks		Sentence, words, punctuation, finger spaces, capital letter, full stop, past tense, conjunction/ clause descriptive vocabulary, pronoun, paragraph, proper nouns	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	-Subject/ verb agreement. - proof reading sentences. -Multi clausal sentences using co-ordination and subordination -sequencing sentences	-Grouping information to create paragraphs. - revisit of multi clausal sentences using co-ordination and subordination. -1a sentence for description. -recount of a personal experience. -Adverbials of time -Letter- question sentences -Regular and irregular past tense	-descriptive sentences- building to 2a sentences. -Application of description in a narrative. - Grouping information to create paragraphs. - revisit of multi clausal sentences using co-ordination and subordination. -increasing detail for the reader. -Sentence types	-Poetry using interesting vocabulary. -Narrative- using all skill taught to date. -Recount of a significant event - using all skill taught to date. -1 st person recount. -Instructions -	-detailed instructions using imperative verbs, description, adverbs, organisation and conjunctions. -Explanation text -1 st person recount using all skills taught to date. -Fact file	-Narrative using previous learning. -letter to new class teacher. Oracy and performance.
Vocabulary	All of the above, plus subject, verb, proof read, error, conjunction, reader, paragraphs, tense, adjectives, appropriate vocabulary, adverbial of time, sentence types.		All of the above, plus exclamation sentences, statements and question, fact vs opinion, subheadings, alliteration, imperative verbs.		All of the above, plus explanation, editing, exclamation sentences, statements and question, adverbs, audience, projection.	

