

Upminster Infant School



Writing Intent, Long Term Plan and Progression

WRITING INTENT

KS1

To ensure progression in writing by providing opportunities across all curriculum areas and develop speaking and listening and writing skills. Our aim is to promote a vocabulary rich environment to stimulate children’s ideas and imagination. To develop and promote opportunities for creativity and individuality, equipping children with the necessary skill, grammar and stamina for writing.

WRITING LONG TERM MAP

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Labels and Captions Mog and the Vee Eee Tree- Judith Kerr Autumn Poems	Owl Babies-Martin Waddell Funny Bones- Allen Ahlberg Information Texts Skeletons Literacy shed – Mogs Christmas Calamity	Traditional tales 3 little pigs, The gingerbread man Extra Yarn Traction Man	Pirate Theme stories Information texts Poetry	Stories about plants and growing Information texts	Stories about the seaside Information Texts Poetry
Year 2	Narrative: The Enormous Crocodile The Snail and the Whale	Narrative; Bob the Man on the Moon Non Fiction Space	Narrative Max Lila and The Rain Instruction Writing	Narrative: The literacy Shed –Black Hat Captain Flinn and the Pirate Dinosaurs The Day the Crayons Quit	Narrative: Jamil’s Clever Cat Poetry –The Owl and the Pussycat Dragons egg experts	Narrative: Literacy shed – Treasure, The red and blue book The Lonely Beast Poetry – The sound collector

WRITING PROGRESSION

FOCUS – AUTUMN 1	Year 1	Year 2
Spelling	I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them I can name the letters of the alphabet in order.	I can break down spoken words into their sounds and write them mostly correctly, and make good attempts at spelling words I do not know.
Composition	I can write sentences by saying out loud what I am going to write about.	I can write about things I have done and things that others have done. I can plan my writing by writing down my ideas or talking about them.
Handwriting	I can sit correctly at a table, holding a pencil comfortably and correctly. I can use spaces between words.	I can use spacing between words that fits with the size of the letters.
Vocabulary, Punctuation and Grammar	I can use capital letters and full stops.	I can use capital letters and full stops to show where sentences start and end and sometimes use question marks.
FOCUS – AUTUMN 2	Year 1	Year 2
Spelling	I can spell a few common exception words I can spell words by picking out the sounds.	I can learn new spellings by using words I already know how to spell.
Composition	I can write down a sentence I have practised.	I can plan my writing by writing down my ideas or talking about them for each sentence.
Handwriting	I can write capital letters. I can write numbers 0-9. I can see which letters belong to which handwriting 'families'.	I can write lower-case letters that are all the same size in some of my writing.
Vocabulary, Punctuation and Grammar	I can use capital letters and full stops. I can use joining words like 'and'. I can use question marks and exclamation marks.	I can use these words in my writing: when, if, that, because, or, but
FOCUS – Spring 1	Year 1	Year 2
Spelling	I can spell words containing each of the letter sounds I have been taught. I can spell some common exception words.	I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.
Composition	I can read my sentence and check that it makes sense.	I can write for different purposes, using ideas and language from things I have read.
Handwriting	I can write lower-case letters in the correct direction, starting and finishing in the right place.	I can write lower-case letters that are all the same size in most of my writing.

Vocabulary, Punctuation and Grammar	I can join my sentences together to make a story.	I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon. I can use commas when I am writing a list. I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.
FOCUS – Spring 2	Year 1	Year 2
Spelling	I can break down spoken words into their sounds and spell some correctly. I can spell the days of the week.	I can spell many common exception words. I can spell some words which have been shortened.
Composition	I can write sentences on my own	I can write a long piece of text about a real event in one go. I can write poetry. I can write for different purposes, writing long and short pieces of work.
Handwriting	I can Form most lower-case letters correctly	I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.
Vocabulary, Punctuation and Grammar	I can use capital letters for names, places, the days of the week and the word 'I'.	I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly. I can use question marks and exclamation marks appropriately. I can use the correct tense in my writing.
FOCUS – Summer 1	Year 1	Year 2
Spelling	I know the plural rule and can use -s and -es in the right place.	I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words. I can use simple spelling rules. I can write the correct spellings and punctuation in simple sentences I hear my teacher say.
Composition	I can read my sentence out loud so that children in my class can hear and understand me.	I can change my writing and make corrections after I have spoken to a teacher or another child about it. I can read my work aloud with confidence using the tone of my voice to make the meaning clear.
Handwriting	I can begin to use horizontal and diagonal stokes to join letters.	I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
Vocabulary, Punctuation and Grammar	I can show you how un- added to the beginning of a word can change its meaning. I can add -s or -es to words to make them plurals e.g. dog, dogs; wish, wishes	I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman. I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.

		<p>I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.</p> <p>I can tell if a sentence is a question, command, exclamation or a statement.</p>
FOCUS – Summer 2	Year 1	Year 2
Spelling	<p>I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>I can add un- to the start of a word to make a different word.</p> <p>I can use simple spelling rules.</p> <p>I can write the correct spellings in simple sentences I hear my teacher say.</p>	<p>I can spell most common exception words.</p> <p>I can spell most words which have been shortened</p> <p>I can spell words which use an apostrophe to show possession e.g. the girl's book</p> <p>I can spell words that sound the same but are spelt differently e.g. buy, bye, by</p>
Composition	<p>I can talk about my writing with my teacher or children in my class.</p>	<p>I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.</p> <p>I can proof read my work, checking for spelling, punctuation and grammar errors, and sometimes choosing better words</p> <p>I can plan my writing by writing down ideas and/or key words and new vocabulary.</p>
Handwriting	<p>I can begin to use horizontal and diagonal strokes to join letters in some of my writing.</p>	<p>I can use the diagonal and horizontal strokes I need to join letters.</p> <p>I know which letters, when they are next to one another, are best left un-joined.</p>
Vocabulary, Punctuation and Grammar	<p>I can add -ing and -er to the end of a word to make a new word e.g. helping, helper.</p> <p>I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma.</p>