

# St Mary's Catholic Primary School

*Living and Learning Together – Shining in our Faith*



## Key Learning in Writing – Years Reception & 1

Key Learning in Writing: Nursery	Key Learning in Writing: Reception	Key Learning in Writing: Year 1
<b>Composition</b> <b>-Vocabulary, grammar and punctuation</b>	<b>Composition</b> <b>-Vocabulary, grammar and punctuation</b>	<b>Composition</b> <b>-Vocabulary, grammar and punctuation</b>
	<ul style="list-style-type: none"> <li>Use recently introduced vocabulary orally and attempt in writing, e.g. drawing and labelling a spider's web.</li> </ul>	
	<ul style="list-style-type: none"> <li>Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes.</li> </ul>	
	<ul style="list-style-type: none"> <li>Orally compose sentences that make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, simple sentences which make sense.</li> </ul>
	<ul style="list-style-type: none"> <li>Write a simple phrase including finger spaces, that can be read by themselves and others.</li> <li>Write simple sentences including finger spaces that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences that can be read by themselves and others.</li> </ul>
	<ul style="list-style-type: none"> <li>Begin to recognise and know there needs to be spaces between words in a phrase or a simple sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Separate words with spaces.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise and know that full stops are at the end of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Use punctuation to demarcate simple sentences (capital letters and full stops).</li> </ul>
	<ul style="list-style-type: none"> <li>Recognise and know that a sentence starts with a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letter for the personal pronoun I.</li> </ul>
		<ul style="list-style-type: none"> <li>Use capital letters for names of people, places and days of the week.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify and use question marks and exclamation marks.</li> </ul>
		<ul style="list-style-type: none"> <li>Use the joining word <i>and</i> to link words and clauses</li> </ul>
		<ul style="list-style-type: none"> <li>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>• Add suffixes to verbs where no spelling change is needed to the root word, <i>e.g. helping, helped, helper</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Make singular nouns plural using s and es, e.g. dog, dogs; wish, wishes.</li> </ul>
		<ul style="list-style-type: none"> <li>• Add the prefix un to verbs and adjectives to change the meaning, <i>e.g. untie, unkind.</i></li> </ul>
	<p><b>Composition</b> <b>Articulating and Structuring Ideas</b></p>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Give meaning to pre-phonemic writing: <ul style="list-style-type: none"> <li>- patterns</li> <li>- pictures</li> <li>- random scribbling</li> <li>- scribble writing</li> <li>- symbols that represent letters</li> <li>- random letters or numerals</li> <li>- letter strings (continuous string of letters, symbols or numerals)</li> <li>- letter groups (groups of letters, symbols or numerals including spaces)</li> <li>- environmental print.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Understand that print has meaning and can be used to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that thoughts and ideas can be written down using pictures, letters, words, phrases and sentences, either through adult scribing or a child making marks.</li> </ul>	
<ul style="list-style-type: none"> <li>• Be aware of a wide range of examples of print with different functions</li> </ul>	<ul style="list-style-type: none"> <li>• Have ideas and reasons for mark-making and writing.</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Give meaning to mark-making through drawing, painting, writing, and technology.</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Show some understanding of writing for different purposes and emulate adults' writing behaviours, <i>e.g. writing on a whiteboard, making a tally chart, creating a 'register'.</i></li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Know that in English, print is written from left to right and top to bottom and that print conveys meaning in a range of texts.</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Independently use writing during play.</li> </ul>	
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Write familiar words, e.g. mummy, daddy.</li> </ul>	

•	• Begin to use simple sentence forms, using strategies such as phonic fingers, counting the words to support.	
	<b>Composition Planning</b>	<b>Composition Planning</b>
•	• Orally compose a word, phrase or sentence and hold it in memory, before attempting to write it.	• Orally plan and rehearse ideas.
•	• Sequence a simple story or event using drawings, words, phrases and sentences.	• Sequence ideas and events in narrative.
		• Sequence ideas and events in non-fiction.
•	• Create a simple narrative using drawings, words, phrases and sentences.	• Use familiar plots for structuring the opening, middle and end of their stories.
	<b>Drafting and Writing</b>	<b>Drafting and Writing</b>
•	• Use developing phonic knowledge when composing and writing ideas.	• Orally compose every sentence before writing.
•	• Re-read what they have written to check that it makes sense.	• Re-read every sentence to check it makes sense.
•	• Imitate stories and rhymes using pictures, words, phrases and sentences. • Innovate stories and rhymes using pictures, words, phrases and sentences.	• Compose and sequence their own sentences to write short narratives
		• Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i> .
•	• Demonstrate some use of familiar language patterns of stories through mark-making, e.g. <i>Once upon a time, Suddenly, I'll huff and I'll puff</i> .	• Use formulaic phrases to open and close texts.
•	• Write different text forms for a range of purposes, e.g. <i>lists, stories, menus, instructions, labels, captions, recipes, letters, posters</i> . • Show some understanding of writing for different audiences, e.g. <i>writing a note to the fairy, creating a get well card for a friend</i> .	• Write in different forms with simple text type features, features, e.g. <i>instructions, narratives, recounts, poems, information texts</i> .
•	• Use writing to say what a character might be thinking, saying or feeling.	•
	<b>Evaluating and editing</b>	<b>Evaluating and editing</b>
		• Discuss their writing with adults and peers.
	<b>Performing</b>	<b>Performing</b>
		• Read aloud their writing audibly to adults and peers.

	<b>Transcription - Phonics and tricky words</b>	<b>Transcription - Spelling</b>
•	<ul style="list-style-type: none"> <li>Orally segment words into phonemes within Phase 2, Phase 3 and Phase 4 words or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> </ul>
•	<ul style="list-style-type: none"> <li>Use some clearly identifiable letters to communicate meaning.</li> </ul>	
•	<ul style="list-style-type: none"> <li>Use appropriate letters for initial phonemes in words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Use clearly identifiable letters to represent some phonemes correctly and in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with the /n/ sound spelt n before k, e.g. <i>bank, think</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Segment to spell VC and CVC words using Phase 2 GPCs or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Divide words into syllables, e.g. <i>pocket</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Segment to spell VC and CVC words using Phase 3 GPCs or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Segment to spell two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. <i>cobweb, bedroom</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Begin to segment to spell a combination of adjacent consonants (Phase 4 or equivalent) at the beginning and at the end of words, including Phase 2 and 3 GPCs or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Spell common exception words (see below).</li> </ul>
•	<ul style="list-style-type: none"> <li>Begin to segment to spell polysyllabic words with Phase 2 and 3 GPCs or equivalent, and adjacent consonants, e.g. <i>toothbrush, sandpit, Manchester</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Make phonetically plausible attempts when writing words beyond current phonic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Spell days of the week.</li> </ul>
•	<ul style="list-style-type: none"> <li>Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 2 GPCs or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Add s and es to words, e.g. <i>thanks, catches</i></li> </ul>
•	<ul style="list-style-type: none"> <li>Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 3 GPCs or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Add the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> </ul>
•	<ul style="list-style-type: none"> <li>Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 4 GPCs or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with vowel digraphs.</li> </ul>
	<b>Common Exception Words (tricky)</b>	<ul style="list-style-type: none"> <li>Spell words with vowel trigraphs.</li> </ul>

•	<ul style="list-style-type: none"> <li>Write Phase 2 (or equivalent) common exception words (tricky).</li> </ul>	<ul style="list-style-type: none"> <li>Spell words ending –y (/i:/ or /ɪ/), e.g. happy.</li> </ul>
•	<ul style="list-style-type: none"> <li>Write Phase 3 (or equivalent) common exception words (tricky).</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Begin to write Phase 4 (or equivalent) common exception words (tricky).</li> </ul>	<ul style="list-style-type: none"> <li>Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</li> </ul>
•	<ul style="list-style-type: none"> <li>Write sentences including Phase 2 (or equivalent) common exception words (tricky).</li> </ul>	<ul style="list-style-type: none"> <li>Add the prefix –un.</li> </ul>
•	<ul style="list-style-type: none"> <li>Write sentences including Phase 3 (or equivalent) common exception words (tricky).</li> </ul>	<ul style="list-style-type: none"> <li>Name the letters of the alphabet in order.</li> </ul>
•	<ul style="list-style-type: none"> <li>Begin to write sentences including Phase 4 (or equivalent) common exception words (tricky).</li> </ul>	<ul style="list-style-type: none"> <li>Use letter names to distinguish between alternative spellings of the same sound.</li> </ul>
		<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
	<b>Transcription -Handwriting</b>	<b>Transcription -Handwriting</b>
•	<ul style="list-style-type: none"> <li>Demonstrate pre-phonemic writing: <ul style="list-style-type: none"> <li>- patterns</li> <li>- pictures</li> <li>- random scribbling</li> <li>- scribble writing</li> <li>- symbols that represent letters</li> <li>- random letters or numerals</li> <li>- letter strings (continuous string of letters, symbols or numerals)</li> <li>- letter groups (groups of letters, symbols or numerals including spaces)</li> <li>- environmental print.</li> </ul> </li> </ul>	
		<ul style="list-style-type: none"> <li>Sit correctly at a table and hold a pencil correctly.</li> </ul>
•	<ul style="list-style-type: none"> <li>Hold writing tools and implements with a developing grip, using an appropriate amount of pressure.</li> <li>Hold paper in position, and use preferred hand for writing, developing a comfortable pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil with an effective grip.</li> </ul>
•	<ul style="list-style-type: none"> <li>Make marks, drawings and symbols with increasing control.</li> <li>Use some recognisable letters and symbols.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Begin to write on the lines with some control of letter size.</li> </ul>	
•	<ul style="list-style-type: none"> <li>• Form some lower-case letters correctly; <i>starting and finishing in the right place, going the right way round, correctly orientated.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i></li> </ul>
		<ul style="list-style-type: none"> <li>• Have clear ascenders ('tall letters') and descenders ('tails').</li> </ul>
•	<ul style="list-style-type: none"> <li>• Form letters from their name correctly.</li> <li>• Write left to right and top to bottom.</li> <li>• Begin to form clear ascenders ('tall letters') and descenders ('tails') to write recognisable letters.</li> <li>• Form lower-case letters with developing consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• Form digits 0-9 correctly.</li> <li>- Practise forming letters in handwriting families:</li> <li>- 'Long ladders' – i, j, l, t, u,</li> <li>- 'One armed robots' – b, h, m, n p, r</li> <li>- 'Curly caterpillars' – c, a, d, e, g, o, q, f, s</li> <li>• - Zig-zag letters – k, v, w, x, y, z</li> </ul>
•	<ul style="list-style-type: none"> <li>• Form some capital letters correctly, including the initial letter of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Form capital letters correctly.</li> </ul>

Word lists for reading and spelling

<b>Phase 2, 3 and 4 Tricky Words</b>		
<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out

**Year 1 Common Exception Words**

the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			