

Year Group	Transcription		Writing Composition Writing – Vocabulary, Grammar & Punctuation	Intervention
	Handwriting	RWI / Spelling	Taught writing	
Nursery	Continuous provision activities are planned to give a range of opportunities to develop fine and gross motor skills. Mark-making opportunities are also encouraged through continuous provision.	As a precursor to RWI, nursery children take part in phonological and phonetical awareness games and activities during RWI time. RWI Nursery is introduced in Summer 2.	Adults teach and guide a range of activities as a precursor to writing, including activities for the development of fine and gross motor skills. Speech and language activities, alongside songs, rhymes and stories are part of the daily provision. Story-based activities include retelling, drawing or changing parts of stories to develop knowledge and understanding of story language and structures.	Phonological Awareness checks are carried out by the EYFS lead. Where concerns are noted, referrals are made to our Crofty S & L Lead. Children identified with S & L needs receive intervention support.
Year R	Children are expected to sit correctly for writing and are taught to use a tripod pencil grip. Children are taught letter formation and, where appropriate, number formation. Children learn the RWI rhymes for letter formation. Regular opportunities for practise are provided. Regular mark-making and opportunities for fine and gross motor skills are encouraged through continuous provision.	The RWI programme commences at the start of Reception. Children are grouped according to their attainment in RWI phonics. After autumn 1, children are mixed with Y1 & Y2 children in the relevant groups. Those children in green group or above, take part in ‘Hold a sentence’ and ‘Proof Read’ activities from ‘RWI Get Writing’ twice each week. These activities practise spelling GPCs as well as grammar and punctuation.	Stories, songs and rhymes are part of the daily provision. Story-based activities continue - retelling, drawing or changing parts of stories with an adult scribe - to further develop knowledge and understanding of story language and structures. Adults continue to model speech alongside oral sentence composition while children have many planned opportunities to speak and compose sentences orally. Active sentence-building activities are used to provide support alongside developing speech. Opportunities for writing are also planned, progressing through the year from oracy activities to word writing to sentence writing. Children are encouraged to use known GPCs when writing.	All children are screened for phonological awareness by our Crofty S & L Lead. Children identified with S & L needs receive intervention support. ‘Keep Up’ RWI intervention each afternoon.

Year 1 & Year 2	Children are taught the tripod pencil grip and to use the correct seating position for writing. Children are taught accurate letter formation for lower-case & upper - case letters, as well as the correct number formation. Handwriting is taught daily. During the summer term in Y2, children are taught to form letters with lead-in and lead-outs.	RWI programme continues in Y1 & Y2 where necessary. Children are grouped according to prior attainment. Children may be mixed with others from Y1 and Y2. Those children in green group or above, take part in 'Hold a sentence' and 'Proof Read' activities from 'RWI Get Writing' twice each week. These activities practise spelling GPCs as well as grammar and punctuation. In Y2, children are taught spelling patterns weekly in addition to RWI.	Year 1 and 2 children have a daily taught writing lesson. The focus is on the foundational skills and knowledge of handwriting, spelling and sentence composition. Children are taught and given lots of opportunities to practise writing composition both orally and in writing. Small steps for writing are planned and followed to develop writing skills progressively. There are opportunities to read aloud their compositions and to perform simple rhymes and poems. In Y1, children compose and sequence simple sentences linked to personal experience, or the class book, to retell or tell simple fiction and non-fiction narratives. In Year 2, children continue to compose orally and in writing to sequence simple and extended sentences. Y1 Writing: • Narrative – fictional & non-fictional recounting & reporting. • Instructional writing (summer 2) based on personal experience. Y2 Writing: • Narrative – fictional & non-fictional recounting & reporting, building on Y1. • Instructional writing, building on Y1. • Explanation writing. • Simple poems. Vocabulary, including rhyming words, Tier 2 and Tier 3 vocabulary, is modelled, enjoyed and explored throughout both year groups. Grammar and punctuation are taught in line with the NC expectations. Knowledge and skills are recapped through retrieval and then built upon. Opportunities for oral presentation and performance of writing are also planned.	
	Dictation activities are used in Y1 & Y2 to practise the foundational skills of handwriting, spelling and punctuation. Sentences are based on words with known GPCs and common exception words.			

Year 3 & Year 4	In Y3, children are taught to join their handwriting. This is consolidated in Y4 with continued daily teaching of handwriting.	Children are taught spellings daily using the 'Sounds and Syllables' programme. Each week, a new focus sound-spelling pattern is taught four days of the week. Statutory spellings are taught once per week and revisited over three separate weeks.	Children in Y3 and Y4 have a daily taught writing lesson for writing composition. The lessons follow our planned small steps for writing to build on the foundational knowledge from KS1, with children using their knowledge to write sequences of sentences and develop text structure. Children have regular opportunities for speaking and listening to develop their writing work. Termly opportunities for oral presentation and performance of writing are also planned. Y3 Writing: • Narrative – fictional & non-fictional recounting & reporting, building on Y2. • Instructional writing, building on Y2. • Explanation writing, building on Y2. • Persuasive writing. • Poetry. Y4 Writing: • Narrative – fictional & non-fictional reporting, building on Y3. • Explanation writing, building on Y3. • Persuasive writing, building on Y3. • Discussion. • Poetry.	
	Dictation is taught daily in Y3 and weekly in Y4 to continue practising and refining the foundational transcription skills of handwriting, spelling and punctuation.			

Year 5 & Year 6	In Y5, children practise handwriting daily. In Y6 children have handwriting practice weekly. There are high expectations of handwriting across the school. In KS2, 'bubble writing' may be used as a support scaffold.	Children are taught daily spellings using the 'Sounds and Syllables' scheme. Each week a new focus sound -spelling pattern is taught on four days of the week. Statutory spellings are taught once per week.	The writing composition session continues to be taught daily in upper Key Stage 2, following our writing small steps to build on that taught previously. Grammar continues to be taught, with children revisiting and progressively building on their prior learning. Writing continues to be modelled by the class teacher, with opportunities for children to write independently built into each unit of work. Termly opportunities for oral presentation and performance of writing are also planned. Y5 Writing: • Narrative – fictional and non-fictional, recounting and reporting, building on Y3 & Y4. • Instructional / procedural writing, building on Y3. • Explanation writing, building on Y4. • Persuasive writing, building on Y4. • Discussion writing, building on Y4. • Poetry. Y6 Writing • Narrative – fictional and non-fictional, recounting and reporting, building on Y5. • Explanation writing, building on Y5. • Persuasive writing, building on Y5. • Discussion writing, building on Y4. • Poetry.	
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