



**Oxbridge Lane Writing Vision:**

Our vision is that every child, no matter their starting point, leaves Oxbridge Lane Primary with the ability to apply the use of engaging vocabulary into their writing. We want our children to use their love of reading and become authors themselves. Our aim is for children to be successful writers, building on skills year on year, to become confident, enthusiastic authors, applying their skills to write in a variety of different styles and for a range of purposes and audiences.

**Spoken Language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Foundation Stage	COMPOSITION		TRANSCRIPTION	
	V.G.P.	Writing Process	Spelling	Handwriting
30-50 months	<ul style="list-style-type: none"> <li>To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>To build up vocabulary that reflects the breadth of their experiences.</li> <li>To begin to understand 'why' and 'how' questions.</li> <li>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</li> <li>To use a range of tenses in speech (e.g. play, playing, will play, played).</li> <li>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> </ul>	<ul style="list-style-type: none"> <li>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>To use talk in pretending that objects stand for something else in play,</li> <li>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	<ul style="list-style-type: none"> <li>Orally segment simple c-v-c words.</li> </ul>	<ul style="list-style-type: none"> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul>
40-60 months	<ul style="list-style-type: none"> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>To use language to imagine and recreate roles and experiences in play situations.</li> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>To link statements and sticks to a main theme or intention.</li> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>To introduce a storyline or narrative into their play.</li> <li>To write own name and other things such as labels, captions.</li> <li>To attempt to write short sentences in meaningful contexts.</li> <li>To play cooperatively as part of a group to develop and act out a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Makes phonetically plausible attempts at words.</li> </ul>	<ul style="list-style-type: none"> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>
Early Learning Goals	<ul style="list-style-type: none"> <li>To express themselves effectively, showing awareness of listeners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>To develop their own narratives and explanations by connecting ideas or events.</li> <li>To write simple sentences which can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Some words are spelt correctly and others are phonetically plausible.</li> <li>To write some irregular common words.</li> </ul>	<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements.</li> <li>They move confidently in a range of ways, safely negotiating space.</li> <li>They handle equipment and tools effectively, including pencils for writing</li> </ul>
Terminology pupils should know.	<p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.            To begin to show an understanding of full stops and capital letters.</p>			

Year One	COMPOSITION		TRANSCRIPTION	
	V.G.P.	Writing Process	Spelling	Handwriting
Autumn	<ul style="list-style-type: none"> <li>composes phrases and sentences orally</li> <li>speaks in sentences</li> <li>shows an awareness of how full stops are used in writing or reading</li> <li>organises writing correctly (top to bottom, left to right)</li> <li>leaves spaces between words when writing</li> <li>writing may need some mediation</li> <li>composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed)</li> </ul>	<ul style="list-style-type: none"> <li>sequences short narratives orally and pictorially based on real and fictional experiences</li> <li>says out loud what is going to be written about</li> </ul>	<ul style="list-style-type: none"> <li>vc and cvc words (short and long vowels)</li> <li>words with adjacent consonants</li> <li>some tricky words/HFW</li> <li>words ending ff ll ss zz ck</li> </ul>	<ul style="list-style-type: none"> <li>sits correctly at the table and holds a pencil comfortably and correctly</li> <li>distinguishes between lower case letters and capital letters</li> </ul>
Spring	<ul style="list-style-type: none"> <li>uses capital letters and full stops at times</li> <li>begins to use capital letters for names</li> <li>recognises basic punctuation, question marks and exclamation marks in print</li> <li>understands that and can join words and sentences</li> <li>writes a sentence that makes sense using capital letters and full stops</li> <li>uses and to join words and clauses</li> </ul>	<ul style="list-style-type: none"> <li>begins to write short narratives based on real and fictional experiences</li> <li>includes a simple beginning, middle and end in writing</li> <li>discusses what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>words with consonant digraphs and some vowel digraphs/ trigraphs</li> <li>alternative vowel phonemes (/ay//ai//a_e/)</li> <li>new consonant spellings ph and wh</li> <li>words ending in -y</li> <li>majority of tricky words/HFW</li> <li>begins to spell the singular plural of words</li> <li>days of the week</li> <li>numbers to 20</li> <li>words with the /ng/ sound (n before k)</li> </ul>	<ul style="list-style-type: none"> <li>uses knowledge of handwriting 'families' to begin to form letters correctly</li> <li>Form number 0-9 correctly</li> <li>spaces evident between words</li> </ul>
Summer	<ul style="list-style-type: none"> <li>uses capital letters for names of people, places, days of the week and the personal pronoun I</li> <li>begins to use question marks and exclamation marks in writing</li> <li>uses some descriptive language</li> <li>sequences sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>writes short narratives based on real and fictional experiences</li> <li>uses a simple plan (e.g. storyboard, flowchart)</li> <li>re-reads what has been written to check it makes sense</li> <li>makes simple changes to writing where suggested</li> <li>reads aloud own writing clearly enough to be heard by peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>compound words</li> <li>words ending in tch</li> <li>plurals of nouns and verbs adding -s and -es to words</li> <li>verbs where no change is needed to the root word</li> <li>adding endings -ing -ed -er</li> <li>adjectives where no change is needed to the root word</li> <li>adding -er and -est</li> <li>words with the addition of the prefix un-</li> <li>Y1 Tricky words/HFW</li> </ul>	<ul style="list-style-type: none"> <li>begins to form lower case letters in the correct direction starting and finishing in the right place</li> <li>forms capital letters correctly</li> </ul>
Terminology pupils should know.	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark			

Year Two	COMPOSITION		TRANSCRIPTION	
	V.G.P.	Writing Process	Spelling	Handwriting
Autumn	<ul style="list-style-type: none"> <li>uses coordinating conjunctions (joining words) and, or, but, so</li> <li>uses question marks and exclamation marks in writing</li> <li>uses simple adjectives for description</li> <li>understands and uses the terms noun, verbs and adjective</li> </ul>	<ul style="list-style-type: none"> <li>uses basic layout conventions in different forms of writing</li> <li>plans out loud what is going to be written</li> <li>creates simple plans to support writing</li> <li>makes simple changes to writing where appropriate</li> <li>proof-reads own writing to check for basic errors</li> </ul>	<ul style="list-style-type: none"> <li>words with the /n/ sound spelt kn and gn at the beginning of words</li> <li>words with the /r/ sound spelt wr at the beginning of words</li> <li>words with the /j/ sound spelt as ge and dge and g</li> <li>words with the /s/ sound spelt c before e i y</li> <li>adding -ing, -ed, -er, -est, -y to words ending in e with a consonant before it</li> <li>Y2 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>forms lower case letters of the correct size relative to one another</li> </ul>
Spring	<ul style="list-style-type: none"> <li>begins to use subordinating conjunctions (joining words) when, if, because, as</li> <li>begins to use past and present tense correctly</li> <li>uses commas in lists</li> <li>uses apostrophe for contraction</li> <li>understands and uses the term adverb</li> <li>begins to use adverbs in writing</li> </ul>	<ul style="list-style-type: none"> <li>develops stamina to write at increasing length</li> <li>writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)</li> <li>considers word choice, grammar and punctuation</li> <li>re-reads own writing to check for sense, basic errors and meaning</li> <li>reads aloud writing with appropriate intonation to make meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>words with contractions</li> <li>words ending in -le, -el, -al and -il</li> <li>adding -ies to nouns and verbs ending in y</li> <li>adding -ed, -ing, -er, -est to a root word ending in y with a consonant before it</li> <li>words with the suffix -ly</li> <li>uses -ly to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>handwriting is legible with almost all lower-case letters and capital letters accurately and consistently formed and of the correct size and orientation</li> </ul>
Summer	<ul style="list-style-type: none"> <li>recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations</li> <li>understands and uses coordinating and subordinating conjunctions to construct and extend sentences</li> <li>uses the past and present tense correctly throughout writing inc. the progressive form</li> <li>uses capital letters for proper nouns accurately</li> <li>uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</li> <li>uses expanded noun phrases, adjectives and adverbs for description and specification</li> </ul>	<ul style="list-style-type: none"> <li>writes narratives about personal experiences and those of others (real and fictional)</li> <li>writes for different purposes (including poetry)</li> <li>uses plans to support writing</li> <li>links ideas and events using strategies to create 'flow'</li> <li>evaluates the effective use of word choice, grammar and punctuation, with support from an adult</li> <li>makes appropriate additions, revisions and corrections</li> <li>proof reads to check for errors in spelling, grammar and punctuation, with support from an adult</li> <li>re-reads writing to check for correct and consistent tense, with support from an adult</li> <li>evaluates writing with teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li>Y2 common exception words</li> <li>spells frequently used homophones / near homophones</li> <li>words using the possessive apostrophe (singular nouns)</li> <li>adding -ing, -ed, -er, -est and - y to words of one syllable ending in a single letter after a short vowel</li> <li>words with the suffixes -ment, -ness, -ful and -less</li> <li>words ending in -tion</li> </ul>	<ul style="list-style-type: none"> <li>words are almost always appropriately and consistently spaced in relation to the size of the letters</li> <li>some diagonal and horizontal strokes are used to join letters</li> </ul>
Terminology pupils should know.	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma			