Kearsley West Writing

PROGRAMME FOR THE YEAR…

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	• I can make connections between my actions and the marks being made. • I can hold mark making equipment using the palmer grip.	• I can control the marks on the page. I can distinguish between the different marks I make • I can trace the first letter of my name	• I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest in my own marks and others marks.	• I can copy shapes, letter and pictures. • I can tell an adult what I have drawn or painted.	• I can copy letters in my name • I can write some letters correctly	• Use some of their print and letter knowledge in their early writing. • I can grip using five fingers or preferably two fingers and thumb for control. I can start to write identifiable shapes and letters.
Reception	• I can write my name independently. • I can give meaning to my marks as I write and tell an adult what I have drawn or painted. I can use the correct formation for taught letters. • I can write initial sounds. • I can create representations of people, events and objects.	• I can use tools for mark making with control. •I can use the correct formation for taught letters. •I can attempt to write CVC words with minimal support. • I can begin to rehearse what I write orally before writing	• I can form recognisable letters, most of them correctly. • I attempt to write captions and labels using sound I know. • I can confidently write CVC words and words with set 1 special friends. •I can spell some taught red word correctly. •I can recognise a capital letter at the start of my name.	• I can read back my writing. • I spell words by identifying the sounds and then writing the sound with letter/s. •I can talk about sentences and start to write short sentences • I can start to use full stops in the right places.	•To begin to use capital letters at the start of a sentence. To begin to write sentences using fingers spaces •To write capital and sentences using capital letters, full stops and finger spaces, with support.	•I can form lower case and capital letters correctly. •I begin to write longer words and compound words which are spelt phonetically • I can write sentences using a capital letter, finger spaces and full stop. • I can spell some taught tricky words correctly. •I can read my work back and check it makes sense
Year 1	• Lists. • Narratives – description.	• Narratives – simple sentences. • Lists. • Recount.	• NC report – the weather. • Letter. • Instruction. • Interview	• Narrative • Recount. • Instructions.	• NC report – trees. • Letter. • Recount.	• Narrative • Letter. • Poetry.
Year 2	• Narrative Recount • Character Description • Poetry	• Letter • Character Description • News Report	• NC report • Postcards	• NC report • Diaries • letters	• Narrative • Instructions	• Letter • Character Description • Poetry

NC report – Non-chronological report**

Literacy

Learning Intentions:

To read for pleasure

To be confident with language

To write for a purpose



Writing Ambassadors





Kearsley West Writing

PROGRAMME FOR THE YEAR…

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	• Narrative • Letters • Biography	• Narrative • Diary • Poetry	• Narrative • Letters • Instructions	• Narrative • Diary • Explanation	• Narrative • NC reports • Instructions	• Narrative • Advert/Posters • Poetry •
Year 4	• Narrative • Letters – different purposes • Explanation	• Narrative • Diary • Poetry	• Narrative • Letters • Explanations	• Narrative • Diary • NC reports	• Narrative • Letters • NC reports	• Narrative • NC reports • Poetry
Year 5	• Narrative • Advert/leaflet • NC report	• Narrative • Letters (varying purposes) • Explanation	• Narrative • Diary • R.W.P - Speech persuasive	• Narrative • Poetry • NC reports	• Narrative • Diary • Argument	• Narrative • NC report • Letter
Year 6	• Narrative • Diary • R.W.P – ghost story	• Narrative • Letters • Explanation- survival guide	• Poetry • NC report- biography • Balanced Argument	• Narrative • Letter • Diary	• Narrative • Diary • Letters • Argument • Explanation • NC report	• Film Narrative • Replay, Mourning Dove, The Piano

NC report – Non-chronological report**

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