

Pentland Infant and Nursery School

End of Year Expectations for Writing



Birth to 3 Year Olds	3-4 Year Olds	Reception	Year 1	Year 2
Writing Transcription				
Spelling				
	<p>Literacy Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Literacy Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p><i>ELG</i> <i>Literacy – Writing</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i></p>	<p>Children can: Spell words containing each of the 40+phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding the suffixes –s or –es as the plural for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-.</p> <p>Use –ing, -ed, -er and –est where no change is needed in the spelling of the root word.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs,</p>	<p>Children can: Spell spoken words correctly by segmenting them into phonemes and representing these as graphemes</p> <p>Spell many words correctly.</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known and learn some words with each spelling: a few common homophones.</p> <p>Spell common exception words.</p> <p>Spell more words with contracted forms.</p> <p>Spell words using the possessive apostrophe (singular) e.g. <i>the girl's book</i>.</p> <p>Distinguish between homophones and near homophones.</p>

			common exception words and punctuation taught so far.	<p>Add suffixes to spell longer words (-ment, -ness, -ly, -less, -ful)</p> <p>Apply spelling rules and guidance to words they have learnt (see the English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
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Handwriting

<p>Physical Development</p> <p>Develop manipulation and control. Explore different materials and tools.</p>	<p>Physical Development</p> <p>Use large-muscle movements to wave flags and streamers, paint and makemarks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.</p> <p>Literacy Write some letters accurately.</p>	<p>Physical Development</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Literacy Form lower-case and capital letters correctly.</p> <p><i>ELG</i> <i>Physical Development – Fine Motor</i></p>	<p>Children can:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting family (e.g. letters that are formed in similar ways) and to practise these.</p>	<p>Children can:</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes.</p> <p>Write capital letters and digits the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
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Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Literacy
Write recognisable letters, most of which are correctly formed.

Writing Composition

<p>Literacy</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> <p>Make marks on their picture to stand for their name.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props.</p>	<p>Communication and Language</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Sing a large repertoire of songs.</p> <p>Literacy</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Expressive Arts and Design</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc</p>	<p>Literacy</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Communication and Language</p> <p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have</p>	<p>Children to:</p> <p>Write sentences.</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>	<p>Children have a positive attitude and stamina for writing.</p> <p>Children can:</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes.</p> <p>Plan or say out loud what they are going to write.</p> <p>Write down ideas and/or key words including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Make simple additions, revisions and corrections to their own writing.</p>
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	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in storytimes. Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>.</p> <p>Expressive Arts and Design Develop storylines in their pretend play.</p> <p><i>ELGs</i> Literacy – Writing <i>Write simple phrases and sentences that can be read by others.</i></p> <p>Literacy – Comprehension <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p>		<p>Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof read to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
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Expressive Arts and Design

Invent, adapt and recount narratives and stories with peers and teachers.

Make use of props and materials when role playing characters in narratives and stories.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Language and Communication (Speaking)

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Vocabulary, Grammar and Punctuation

<p>Literacy</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Communication and Language</p> <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p>	<p>Literacy</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Communication and Language</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Children to:</p> <p>Leave finger spaces between words.</p> <p>Join words and joining clauses using 'and'.</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for nouns of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Use grammatical terminology when discussing their writing.</p>	<p>Children can:</p> <p>Learn how to use punctuation correctly: including: full stops, capital letters, exclamation marks, question marks, commas in lists, apostrophes for contracted forms and singular possession.</p> <p>Use sentences for different forms: statement, question, exclamation and command.</p> <p>Use expanded noun phrases to describe and specify.</p>
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		<p>Connect one idea or action to another using a range of connectives.</p> <p><i>ELG</i> <i>Communication and Language (Speaking)</i></p> <p><i>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>		<p>Use the present and past tense correctly and consistently, including the progressive form.</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>Use and understand the grammatical terminology when discussing their writing.</p>
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Terminology and Subject Specific Vocabulary for Pupils

		<p>Spelling - Graphemes, Phonemes, letter</p> <p>Punctuation – finger space, full stop, capital letter</p> <p>Word Types – noun, adjective, verb. conjunctions</p>	<p>Spelling - Graphemes, Phonemes, trigraph, digraph, consonant, vowel, syllables, suffix, prefix</p> <p>Punctuation – finger space, full stop, capital letter, question mark, , apostrophe</p> <p>Sentence Types – command, statement, question</p> <p>Word Types – noun, adjective, verb. conjunctions</p>	<p>Spelling - Graphemes, Phonemes, trigraph, digraph, consonant, vowel syllables, suffix, prefix, contractions,</p> <p>Punctuation – finger space, full stop, capital letter, question mark, exclamation mark, comma, apostrophe</p> <p>Sentence Types – command, statement, question, exclamation</p>
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