

WBIS English Overview - Writing

	Reception	Year 1	Year 2
Writing Composition	<ul style="list-style-type: none"> Say aloud what they are going to write about. Compose a sentence orally before they write it Discuss what they have written with the teacher and other pupils. 	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Begin to edit their learning with support from an adult Discuss what they have written with the teacher or other pupils Read aloud their writing, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Capturing what they want to say, sentence by sentence Evaluating their writing with the teacher and other pupils Re-reading to check that writing makes sense and that verbs are used correctly and consistently Proof-reading to check for errors and correct in green pen Read learning aloud
Handwriting	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly- Tripod grip. Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly To form most lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters. Write capital letters and digits of the correct size, orientation and relationship to one another. Use spacing between words that reflects the size of the letters.
Non-Fiction Text Features	<ul style="list-style-type: none"> Oral description of an object/person/place or events. Simple caption or sentence Caption Writing – Creating Facts. Supported writing using purple pen or recording on Tapestry. 	<ul style="list-style-type: none"> Introduction Ideas grouped into similarities Use of causal conjunctions Simple sentence with a capital letter and full stop. Use of time conjunctions at the start Title Introductory sentence to show – who, what, when, where and why Series of sequences demarcating the passing of time 	<ul style="list-style-type: none"> Title Clear introduction to classify the subject of the report Group information into specific/chronological paragraphs Use simple adverbs to express how to do an action Use noun phrases to describe Use the correct language to show the passing of time

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Grammar/Sentence Features	<ul style="list-style-type: none"> • Uses a capital letter for names and for I. • Begins to punctuate sentences with a capital letter and full stop. • Leaves spaces between words. 	<ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining clauses using 'and' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use 's' and 'es' to form regular plurals correctly. • To use the prefix 'un' • To add suffixes 'ing, ed, er and est' to root words 	<ul style="list-style-type: none"> • Use expanded noun phrases to describe • To use the present and past tenses correctly and consistently • To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • To use the correct punctuation including full stops, capital letters, exclamation marks, question marks. • To use commas for lists and apostrophes for contracted forms and the possessive (singular) • To write sentences with different forms: statement, question, exclamation, command
Terminology	Letter, capital letter, word, sentence, full stop	Suffix, word, noun, verb, noun, prefix, sentence, text, punctuation, letter, capital letter, singular, plural, full stop, questions mark exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma, progressive form
Common Exception Words	Common exception words are taught throughout Phases 2-4 phonics, following the Little Wandle Scheme.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, 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	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas