

**Writing**

	<b>Transcription</b>	<b>Handwriting and Presentation</b>	<b>Composition</b>	<b>Vocabulary, Punctuation, Grammar &amp; Spelling</b>	<b>Coverage</b>
<b>Nursery</b>	Pupils will: <ul style="list-style-type: none"> <li>Name and sound out letters of the alphabet.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Hold a pencil correctly using the correct grip.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Write their own name and other things such as labels and captions.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>Have an awareness of capital letters linked to letters of the alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>Goldilocks &amp; the three bears</li> <li>Billy Goat's Gruff</li> <li>The Three little Pigs</li> <li>Little Red Riding Hood</li> <li>Jack and the Beanstalk</li> <li>The Enormous Turnip</li> <li>The Very Hungry Caterpillar</li> <li>Farmer Duck</li> <li>The Wiggly Worm</li> </ul>
<b>Reception</b>	Pupils will: <ul style="list-style-type: none"> <li>Use their phonics knowledge to spell some words correctly.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>form some lower-case letters correctly.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>write simple sentences which can be read by themselves and others.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>start to use a capital letter and full stop and understand what a comma represents in a book.</li> </ul>	<ul style="list-style-type: none"> <li>Mr Wiggle, Mr Waggle</li> <li>Whatever Next</li> <li>How to make a clay star</li> <li>Handa's Surprise</li> <li>The Gingerbread Man</li> <li>A New Home for a Pirate</li> <li>Instruction text</li> <li>Three Billy Goats Gruff</li> </ul>

<p><b>Year 1</b></p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes.</li> <li>• Spell Yr1 common exception words.</li> <li>• Spell the days of the week.</li> <li>• Add suffix -s, -es, -ing, -er and -est to root words.</li> <li>• Add the prefix -un</li> <li>• Write out sentences from memory.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Sit correctly at the table, holding a pencil correctly.</li> <li>• Begin to form lower case letters in a correct direction.</li> <li>• Form all capital letters correctly.</li> <li>• Form digits 0 – 20 correctly.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write.</li> <li>• Form a short narrative using a sequence of sentences.</li> <li>• Discuss what they have written with a partner or adult.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Add together two sentences using and.</li> <li>• Use capital letters, full stops, question marks and exclamation marks in their writing.</li> <li>• Use a capital letter for names, places and days of the week.</li> <li>• Understand what nouns and adjectives are.</li> </ul>	<ul style="list-style-type: none"> <li>• Information text.</li> <li>• Little Red Hen</li> <li>• The Monster</li> <li>• Three Little Pigs</li> <li>• How to Trap Mr Mean</li> <li>• The Princess</li> <li>• Rainbow Lizard</li> <li>• The Story of Pirate Tom</li> <li>• A Day in the Life of a Victorian</li> <li>• VE Day Recount</li> <li>• We Are Going on A Bear Hunt</li> </ul>
<p><b>Year 2</b></p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Spell words by sounding them out verbally.</li> <li>• Spell Yr2 common exception words.</li> <li>• Use an apostrophe to show the contracted</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Write letters and numbers the same size and the right way round.</li> <li>• Start learning to join up handwriting.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Write stories about things that reflect their personal experiences.</li> <li>• Write longer narratives about real events.</li> <li>• Write their own poems.</li> <li>• Plan out a writing task before</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Use question marks, commas, exclamation marks and apostrophes consistently in their writing.</li> <li>• Learn how to use sentences with different forms.</li> <li>• Use expanded noun phrases to describe and specify.</li> </ul>	<ul style="list-style-type: none"> <li>• Around the World</li> <li>• The Rainbow Giant</li> <li>• The Magic Box</li> <li>• The Magic Paint Brush</li> <li>• Animal Fact File</li> <li>• In the Giant’s Rucksack</li> <li>• WWII Newspaper Article</li> <li>• Evacuee Letter</li> </ul>

	form and possession. <ul style="list-style-type: none"> <li>• Spell by distinguishing homophones.</li> <li>• Add suffix -ly, -ness, -ful and -less to root words.</li> </ul>		completing a narrative. <ul style="list-style-type: none"> <li>• Make simple additions and changes to their writing to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Write subordinate and co-ordinate clauses.</li> <li>• Write in the present and past form consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is Mr Commander?</li> <li>• Planting the seed</li> <li>• Cat, Bramble and Heron</li> </ul>
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**Reading**

	<b>Word Reading</b>	<b>Comprehension</b>	<b>Coverage</b>
<b>Nursery</b>	Pupils will: <ul style="list-style-type: none"> <li>• Hear and say the initial sounds in words.</li> <li>• Segment sounds in simple words and blend them back together.</li> <li>• Recognise familiar words.</li> <li>• Be secure in phase 1 of Little Wandle.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>• Articulate what they know and understand.</li> <li>• Develop their knowledge across all areas of learning, using the vocabulary they need to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle</li> <li>• Talk for Writing</li> <li>• Hillcrest Early Years Academy Reading Progression</li> </ul>
<b>Reception</b>	Pupils will: <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Reading familiar words accurately.</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle</li> <li>• Talk for Writing</li> <li>• Talk for Reading</li> <li>• Hillcrest Early Years Academy Reading Progression</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to read simple sentences.</li> <li>• Be secure in phase 4 of Little Wandle.</li> </ul>		
<b>Year 1</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to grapheme for all 40+ phonemes.</li> <li>• Read most year 1 common exception words.</li> <li>• Read words containing suffixes -s, -es, -ing, -ed, -er and -est.</li> <li>• Read words with contractions.</li> <li>• Be secure in phase 5 of Little Wandle.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Discuss similarities to their own life experiences when reading a book.</li> <li>• Discuss what words mean.</li> <li>• Discuss the title and events from the book.</li> <li>• Discuss why characters do certain things in a story.</li> <li>• Accurately predict what happens next based on what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle</li> <li>• Talk for Writing</li> <li>• Talk for Reading</li> <li>• Head Start Comprehension</li> <li>• Hillcrest Early Years Academy Reading Progression</li> </ul>
<b>Year 2</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Sound out most unfamiliar words accurately, without undue hesitation.</li> <li>• Read accurately most two or more syllable words.</li> <li>• Read most words containing suffixes.</li> <li>• Read most year 2 common exception words.</li> <li>• Check what they are reading makes sense.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Ask and answer probing questions about what they have read.</li> <li>• Explain why certain things have happened in a book.</li> <li>• Children will deduce and infer to answer relevant questions.</li> <li>• Children will be able to compare a text they are reading to other texts they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Wandle</li> <li>• Talk for Writing</li> <li>• Talk for Reading</li> <li>• Head Start Comprehension</li> <li>• Hillcrest Early Years Academy Reading Progression</li> </ul>

### Intent

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Hillcrest and therefore the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their

future journey through education and beyond. We believe that confident speakers become confident writers which is why we place a high emphasis on developing oracy skills not just within English but across the curriculum.

Our writing curriculum begins with a 'hook' focused on a specific area centred around writing for enjoyment. Our intent for writing is to ensure that all children see the purpose for the writing we ask them to produce. Children are exposed to a variety of texts and scenarios, through our Talk 4 writing curriculum to encourage and motivate them to write. We want our children to develop into confident, able writers who write with 'purpose and passion'. We encourage our children to be adventurous and creative with their vocabulary. In Key Stage 1 we focus more on editing our writing improve it and correct any mistakes we may have made.

Hillcrest Early Years Academy aims;

- To ensure that every child develops a love of reading, writing and can confidently communicate with others around them.
- To promote and instil a love for reading and writing by exposing the pupils to high-quality literature at all ages.
- To derive an English curriculum which is highly sequenced to develop the acquisition of knowledge and skills across the school.

### **Implementation:**

Our English curriculum is derived around a sequence of high-quality age-appropriate texts following a Talk for Writing approach. We select a class text which is then Imitated, Innovated and eventually the children invent their own version to allow independent application. Each unit is used to create opportunities to develop grammar and punctuation knowledge and explore the writing structures and feature of different genres. We identify the purpose and audience of a particular text to be able to plan and write a piece of text with clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Class texts are mapped out for each year group to ensure clear progression of texts across the school and to develop and foster a love of reading. The class texts are used to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills whilst also exposing the children to a plethora of high-quality engaging texts.

### **Reading for Pleasure**

At Hillcrest Early Years Academy, reading is celebrated at every opportunity. Around the school there are rich, engaging, and interactive reading areas which have an abundance of language rich texts for the children to explore. At Hillcrest, reading is developed throughout every phase of the academy. The Children coming into school through Hoppers and Nursery are met with highly interactive and engaging texts to begin to develop the early love for reading. This works alongside our Talk 4 Writing curriculum to build on the foundations for reading for pleasure. As the children move into the Early Years and Key Stage One: we

offer, book sharing sessions in both Early Years and Key Stage One, story sharing sessions with the class teacher and also the opportunity to perform short stories and poems to other children, Drop Everything and Read sessions (DEAR). In addition, throughout the school year there is a high focus placed on reading for pleasure across the curriculum, which is further enhanced through, World Book Day, World Poetry Day, National Story Telling Week and book reviews to further enrich our English curriculum.

### **Language Acquisition & Vocabulary Development**

We endeavour to ensure we provide our pupils with a 'language rich' environment. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers and working walls.

At Hillcrest Early Years Academy, we aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.

As we believe consistency and well-taught English is the bedrock of a valuable education, at Hillcrest Early Years Academy we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework.

In order to expose children to a variety of genres, which helps to utilise and embed the writing skills, teachers use a talk for writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child and to show a clear journey of progression throughout the school.

### **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in all areas of the school, children are becoming more confident writers, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards are also improving and skills taught in the English lesson are transferring into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and

grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.