

# WRITING AT VSI

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# EXPECTATIONS - YEAR 1 (AUTUMN 1)

<b>Victor Seymour Assessment and Moderation Grid</b> <b>Year 1 Writing</b> <b>Term 1 - EXS</b> <b>Composition</b>	
Thinking before writing	Use story language in small world play and use this in their writing.
	Begin to talk to an adult about what they are going to write.
	With adult support, name the main features of a genre
	With support, draw pictures and begin to write some keywords before writing.
Thinking during writing	Independently write simple words, phrases and clauses to convey meaning.
	Begin to make simple connections in their writing.
	Use simple vocabulary when writing.
	Begin to write in different forms (e.g. lists, captions and labels).
	Share the composition of a simple narrative or poem with the teacher/class.
Thinking after writing	Begin to write a short sequence of connected events.
	Read aloud their own writing with teacher/adult support.
	Talk, with prompts, about their writing with the teacher/an adult.

# EXPECTATIONS - YEAR 1 (AUTUMN 1)

	<b>Victor Seymour Assessment and Moderation Grid</b> <b>Year 1 Writing</b> <b>Term 1 - EXS</b> <b>Vocabulary, Grammar, Punctuation and Spelling</b>
<b>Vocabulary, Grammar and Punctuation</b>	<p>Recognise rhymes, with support, play word games to extend knowledge.</p> <p>Use simple vocabulary to communicate meaning including describing words</p> <p>Combine words to write simple sentences.</p> <p>Begin to use past and present tense correctly in speech</p> <p>Understand capital letters are used for names and start to use.</p> <p>Start to use, full stops at the end of sentences.</p>
<b>Spelling</b>	<p>Name the letters of the alphabet.</p> <p>Segment words (including words with adjacent consonants) into phonemes and choose graphemes to represent these sounds.</p> <p>Write, with some support, words containing each of the 10+ phonemes taught.</p> <p>Write some words containing the vowel digraphs and trigraphs for Year 1 (English, Appendix 1), including words endings see appendix</p> <p>Begin to use letter names to distinguish between alternative spellings</p> <p>With support, clap the syllables in multisyllabic words.</p> <p>Recognise compound words</p> <p>Recognise common suffixes at the end of a word (-ing, -ed, -er: where no change is needed to the root word (e.g. jumping).</p> <p>Write words with the regular plural noun suffix -s (e.g. dog, dogs).</p> <p>Know how/why and add the prefix un- to root words (e.g. unhappy).</p> <p>Notice some contractions (e.g. I'm and I'll).</p> <p>Spell, with some support, the days of the week and some common decodable and exception words (e.g. the, a to).</p> <p>Spell some words from the Year 1 table (English, Appendix 1).</p> <p>Notice wall charts and picture dictionaries which identify initial sounds.</p>

# EXPECTATIONS - YEAR 2 (AUTUMN 1)

	<p><b>Victor Seymour Writing Tracking Grid</b>  <b>Year 2</b>  <b>Term 1 - EXS</b>  <b>Vocabulary, grammar, punctuation and spelling</b></p>
<p><b>Vocabulary, grammar &amp; punctuation</b></p>	<p>Write simple and compound sentences          Begin to use co-ordination ('or', 'and', 'but') to join sentences          Begin to notice and use, expanded noun phrases to describe (The fluffy dog)          Make the correct choice of tense (past/present)          Use, with some reminders, capital letters/full stops to demarcate sentences          Recognise and begin to explore punctuation (!, ?)          Use, with guidance, the possessive apostrophe for singular nouns ( girl's/Sam's)</p>
<p><b>Spelling</b></p>	<p>Segment words and write using graphemes, with increasing accuracy          Write with occasional prompts, words containing all phonemes taught          Spell many decodable HF words correctly. Spell CEW from the Year 2 list          Start to use alternative spelling patterns for words          Spell with help, three-syllable compound words, segmenting each part (blackberry)          Use, with support, some irregular plural noun suffixes (baby-babies).          Add, with prompts, -es to nouns and verbs ending in -y by changing the y to i before adding es (lady-ladies and ruby-rubies)          Add -ing,-er,-est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. dropping, dropped)          Use simple prefixes to assist spelling (unhappy)          Notice more common words with contracted forms (e.g. it's)          Begin to notice near homophones (one and won)          Use wall charts, picture dictionaries (which identify initial sounds)          Write, from memory, simple sentences dictated by the teacher that include some revision of words and punctuation taught so far.</p>

# EXPECTATIONS - YEAR 2 (AUTUMN 1)

<b>Victor Seymour Writing Tracking Grid</b> <b>Year 2</b> <b>Term 1 - EXS</b> <b>Composition</b>	
<b>Thinking before writing</b>	Talk through what they are going to write about, considering order
	Begin to identify sentence level features in writing (e.g. adjectives)
	Draw pictures and note down ideas, in a simple planning format
	Take on roles as characters in familiar stories or rhymes before writing
<b>Thinking during writing</b>	Plan the content of each sentence orally before writing
	Write in simple and compound sentences that make sense (e.g. using 'and')
	Begin, to group ideas into sections (e.g. using headings) and sequence ideas
	Write captions
	Make, with support, style choices appropriate to the purpose of the writing
	Begin to make some apt word choices, using word banks for support
	Write narratives (about real or fictional events) in simple sentences
	Use poetic techniques, including humour and word play, as a group/class
	Write about real events in chronological order
<b>Thinking after writing</b>	Read aloud own writing clearly and begin to recognise intonation.
	Re-read to check for sense, noticing errors in spelling, grammar and punctuation with support

# EXPECTATIONS – END OF KSI

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words

\*These are detailed in the word lists within the [spelling appendix to the national curriculum](#) (English appendix 1: spelling). Teachers should refer to these to exemplify the words that pupils should be able to spell.

# EXPECTATIONS – END OF KSI

## **Working at the expected standard**

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

# EXPECTATIONS – END OF KSI

## **Working at greater depth**

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at KS1 mostly correctly\*
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly\*
- use the diagonal and horizontal strokes needed to join some letters

# YEAR 2 CHECKLIST

## WHAT SHOULD MY CHILD USE IN THEIR WRITING?

PINK = GREATER DEPTH

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### My Writing Checklist

- CL and FS ! ?
- Spaces between words
- Conjunctions
- Past and present tense used consistently
- Write statements, questions, exclamations and commands.
- Expanded noun phrases
- CEW spelt correctly
- Use a variety of suffixes
- *Joined writing and evidence of editing*
- *Contractions*
- *Possessive apostrophes*
- *Commas in a list*

# VOCAB

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# BASIC SKILLS

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- When talking about basic skills, we are talking about punctuation, finger spaces, application of phonics and letter formation.
- Less is more
- It is not always about how much you write it is about the sustained quality.

# BASIC SKILLS

Punctuation can change the meaning of text.

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“Let’s eat, Grandma.”

“Let’s eat Grandma.” Punctuation can potentially save lives!



He likes singing dogs and watching films

He likes singing, dogs and watching films

noun

verb

noun

Korben jumped over the wall.

pronoun

verb

noun

noun

I went on the swing with Summer  
and she went high.

pronoun

adjective

conjunction  
(joining word)

# HANDWRITING

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Handwriting is a basic skill that influences the quality of work throughout the curriculum.

In Year 1 and 2 children do not have to join their handwriting to get to expected, however to be greater depth by the end of Year 2 they do.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Studies show that cursive handwriting is an important tool for cognitive development as it activates both the left and right hemispheres of the brain. This promotes improved language and memory functions while also enhancing our ability to think innovatively.



# FINE MOTOR SKILLS

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Paper clip chain

Dough disco

Peg boards

Bead/pasta threading

# Fine Motor Skills (FMS)

A selection of fine motor skills activities to use before each handwriting lesson.

## Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
<b>Finger Stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
<b>Fishing Hooks</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together on each hand and point them to the sky. Now make a hook with your fingers. Hold, then straighten five times.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
<b>Take a Bow</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together on each hand and point them to the sky. Bend your fingers inwards so your fingers bow to each other. Repeat 5 times.

## Pencil Activities

Practice holding your pencil correctly by using our tripod grip rhyme (see page 8).

*Point away the pencil,  
Pinch it near the tip,  
Lift it off the table,  
Spin it round and grip.*



Action	Description
<b>Quack, Quack Fingers</b>	Start your warm-up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
<b>Roly-poly Pencil</b>	With the palm of your hand facing upwards, lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
<b>Crawling Caterpillar</b>	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
<b>Helicopter Twirls</b>	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.

# LEFT-HANDED WRITERS

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Put a dot at the start of the line. Left-handed children often naturally write from right to left when learning to write. Putting a mark at the left-hand side of the line can remind them where to start writing. Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

To enable children to see as they write and to prevent smudging, left handers should hold their pencil at least 3cm from the point. This can be marked by stickers in the correct place for grip until the child is familiar with the position.



# HOW CAN I SUPPORT MY CHILD?

Reading!

Shopping lists

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Christmas cards

Writing challenge of the week

Lego writing- Each brick represents a word

Write silly sentences

Family writing challenge

Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.

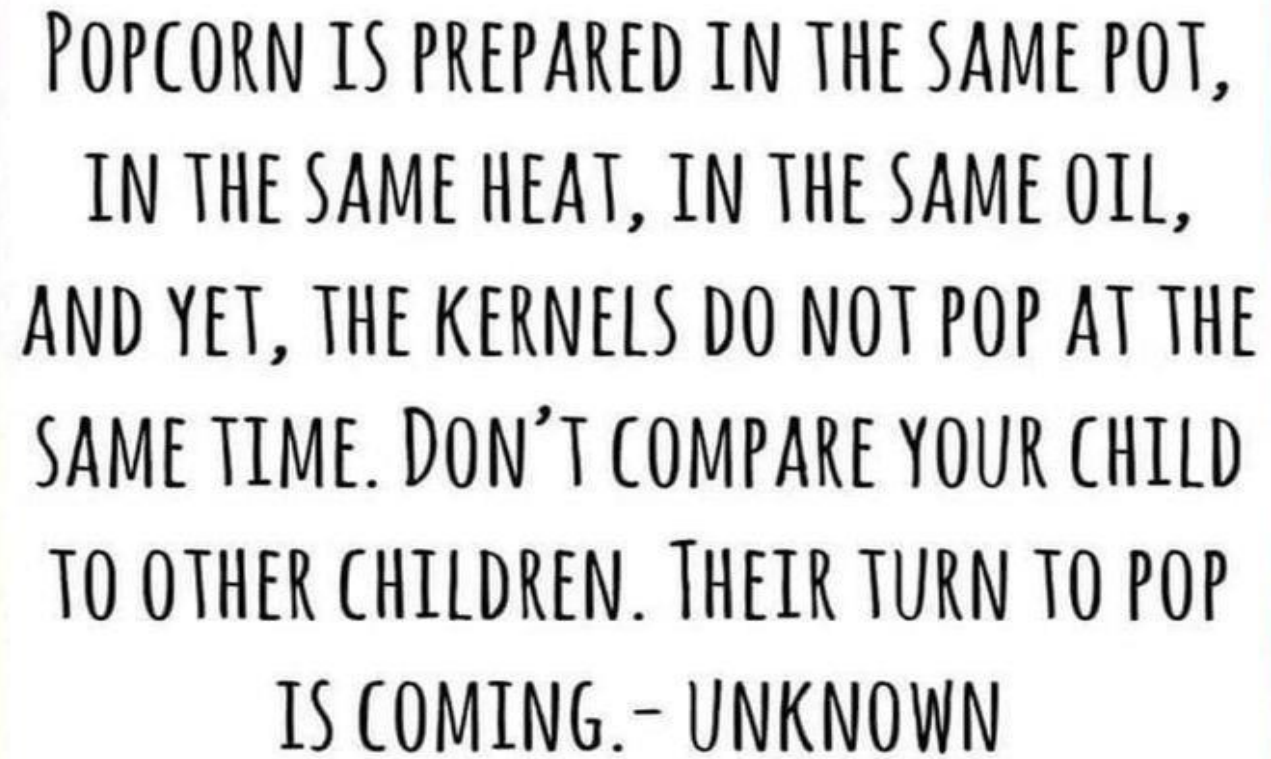
If you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.



# HOW WE TEACH WRITING?

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- Year 1 – Talk for writing
- Year 2 – 10 step cycle



POPCORN IS PREPARED IN THE SAME POT,  
IN THE SAME HEAT, IN THE SAME OIL,  
AND YET, THE KERNELS DO NOT POP AT THE  
SAME TIME. DON'T COMPARE YOUR CHILD  
TO OTHER CHILDREN. THEIR TURN TO POP  
IS COMING. - UNKNOWN