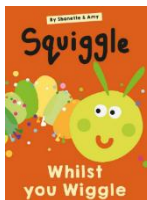

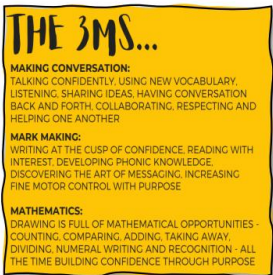
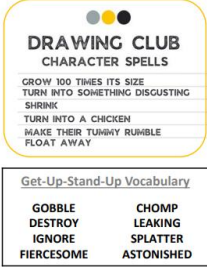
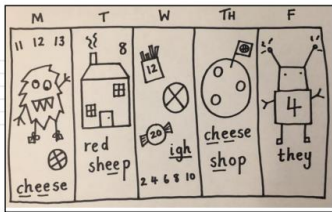
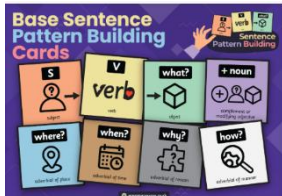


Teaching and Learning Expectations

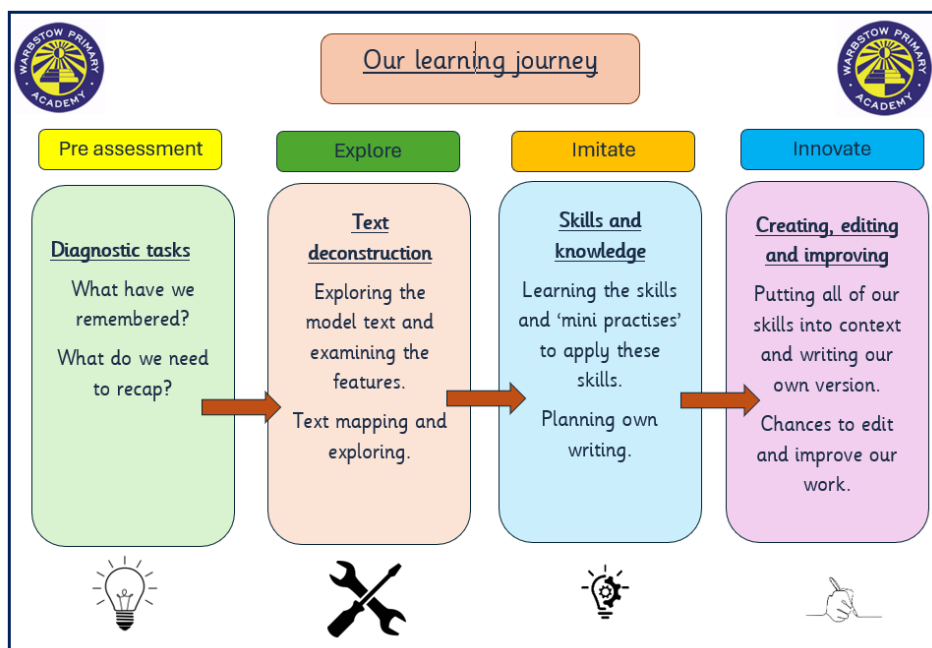
Expectation	Example												
Intent	At Warbstow Primary Academy we aim for all of our children to be able to confidently write for a range of purposes. We encourage and enable our children to be motivated and independent writers, who enjoy writing for a range of purposes and audiences. We want children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell using phonics, spelling patterns and rules that they have learnt. We want all children to take pride in the presentation of their writing and aim for all children to have fluent, joined handwriting by the end of KS2. We recognise that good writers need time to refine and edit their work and so teach children to identify areas within their own writing to improve to ensure that editing is effective.												
Curriculum Overview	<p>The children begin their writing journey with 'Squiggle Whilst You Wiggle'. Squiggle Whilst You Wiggle is an early writing program which incorporates dance, music and large movements to help children develop the fine muscle control they need for writing.</p> <p></p> <p>Why Drawing Club?</p> <p>To excite children with the magic world of tales and story, whilst enriching their language skills, developing their fine motor skills and into a love of writing. It immerses children into a world full of imagination where anything can happen and it often does. It develops a wide range of skills across the whole curriculum, particularly focusing on making conversations, mark making and mathematics. Children's creative streaks are enhanced as well as their ability to share ideas and skills. It provides an age-appropriate approach that is highly engaging.</p> <div>   <table border="1"> <tr> <td colspan="2">Writing passwords are modelled and across the year build on progressive steps toward the end outcome of writing sentences.</td> </tr> <tr> <td>Autumn</td> <td>Mark making symbols</td> </tr> <tr> <td></td> <td>Identified letters from phonics</td> </tr> <tr> <td></td> <td>Cvc words</td> </tr> <tr> <td>Spring</td> <td>CEW's / Captions</td> </tr> <tr> <td>Summer</td> <td>Sentences</td> </tr> </table>   </div> <p>The Sentence Pattern Building Unit is a dynamic and engaging resource designed to support language development in children, particularly those who may struggle with sentence structure and building coherent sentences.</p> <p><u>What's included:</u></p> <p>Sentence Pattern Building Cards: These visually stimulating cards guide students through the process of constructing sentences step-by-step, ensuring a solid understanding of sentence structure.</p> 	Writing passwords are modelled and across the year build on progressive steps toward the end outcome of writing sentences.		Autumn	Mark making symbols		Identified letters from phonics		Cvc words	Spring	CEW's / Captions	Summer	Sentences
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Comprehensive Lesson Plans: Detailed lesson plans are provided, linking visual literacy activities and books, to reinforce learning and providing clear guidance for educators. Each plan is designed to be flexible, catering to various learning needs and abilities.

Grammarsaurus unit guides are designed to support teachers in creating a bespoke learning journey for their children. Each step of the journey has its purpose outlined along with recommendations. Following that, the structure of the step is detailed in an easy-to-follow sequence.

















We use the unit guides to support with our unique writing process. Each stage is clearly identified on the slides we use to deliver the unit.



Curriculum Progression

Writing Progression Overview 2024-2025			
	Writing: Transcription Spelling	Writing: composition	Writing: Vocabulary, Grammar and Punctuation
EYFS	<p>Phonics and Spelling Rules To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Common Exception Words</p> <p>To write some irregular common words.</p> <p>Letter Formation, Placement and Positioning</p> <p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p>	<p>Planning, Writing and Editing</p> <p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own firsthand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and</p>	<p>Sentence Construction and Tense</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Use of Phrases and Clauses</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>Use of Terminology</p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>

Marking Ladder	<div><div>Tuesday 24th June</div><div>Earhart Evacuee's Journey Diary Recount</div><div><div><div><div>S</div><div>V</div></div><div>I noticed the differences between here and the city:</div><div><div>S</div><div>VP</div></div><div>I couldn't believe what I was seeing:</div><div><div>S</div><div>VP</div></div><div>I was surrounded by beauty:</div></div><div><div><div></div><div>→</div><div>adds</div></div><div><div></div><div>→</div><div>detail</div></div></div></div><div><div>WALT: commas in a list</div><div>WALT: use colons and commas in a list</div></div><table><tr><td>Focus</td><td>Feedback</td></tr><tr><td>Y4 I can use commas in a list</td><td></td></tr><tr><td>Y5/6 I can use colons and commas in a list</td><td></td></tr></table></div>	Focus	Feedback	Y4 I can use commas in a list		Y5/6 I can use colons and commas in a list																							
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Book Presentation and Handwriting	<div><div>Every lesson has a marking ladder.</div><div>Our English writing books have the Morrells lines to support accurate transcription.</div><div>Every child has a daily handwriting session, using the Morrells handwriting books.</div><div><div><div><div><div>Morrells' Letter Formation Handwriting</div><div>2</div><div>1</div></div><div><div>Morrells' Letter Formation Handwriting</div><div>2</div><div>1</div></div><div><div>Morrells' Joining Letters</div><div>1</div><div>2</div></div></div><div><div><div>Morrells' Letter Formation Handwriting</div><div>2</div><div>1</div></div><div><div>Morrells' Letter Formation Handwriting</div><div>2</div><div>1</div></div><div><div>Morrells' Joining Letters</div><div>1</div><div>2</div></div></div></div><div><table><tr><th colspan="7">Handwriting Skills Progression</th></tr><tr><th colspan="7">Warbstow</th></tr><tr><th>Birth to 3 3-4 years Reception Early Learning Goals</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td><div>Enjoy drawing freely. 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Vocabulary	Key feature in every lesson.																												

Spelling	<p>In EYFS/KS1 spelling is taught through daily RWI Phonics. After completing RWI, the children move on to daily Grammarsaurus spelling lessons which focus on morphology.</p> <table><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>The Spelling with Grammarsaurus scheme is designed to advance children's spelling skills beyond phonics by focusing on morphology. Through this scheme, children will learn important spelling rules and how to build morphemes. This foundation will enable them to spell longer words, recognise patterns, and decode unfamiliar words during reading.</p>	Monday	Tuesday	Wednesday	Thursday	Friday							
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SPAG	<p>SPaG is taught within the Unit Guides/Writing Process and skills are applied to their independent writing. From September, children from Year 1 upwards will complete 'The place value of punctuation and Grammar' at the start of the year.</p> 												
Assessment	<p>Retrieval at the start of each lesson. AfL within lessons. Diagnostic tasks throughout each writing unit. Independent write at the end of each unit. Assessed using the Aspire Writing Grids.</p>												
Displays	<p>Each class has an English working wall.</p>												
Marking	<table><tr><td>•</td><td>Incorrect answer – requires attention</td></tr><tr><td>✓</td><td>Correct answer, an achieved learning objective</td></tr><tr><td>WS</td><td>The work has been supported by a teacher and/or Teaching Assistant</td></tr><tr><td>success</td><td>Highlights where a pupil has been successful</td></tr><tr><td>└─</td><td>Indicates a next step</td></tr><tr><td>sed</td><td>A spelling mistake to be acted upon. Misspelt words are identified according to teacher knowledge of the pupil with the expectation that words from the 100 HFW lists are being spelt correctly, according to age</td></tr></table>	•	Incorrect answer – requires attention	✓	Correct answer, an achieved learning objective	WS	The work has been supported by a teacher and/or Teaching Assistant	success	Highlights where a pupil has been successful	└─	Indicates a next step	sed	A spelling mistake to be acted upon. Misspelt words are identified according to teacher knowledge of the pupil with the expectation that words from the 100 HFW lists are being spelt correctly, according to age
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SEND and curriculum adaptation	<p>If a child has an IPM and a target is linked to writing, appropriate adaptations should be clear and help children to achieve their best possible outcomes. The appropriate handwriting book has been chosen for each child to match their needs. Morrells lined books are used in either wide or narrow lines as appropriate.</p>												