



Intake Farm Primary and Nursery School Narratives – composition, transcription and handwriting

Narrative Progression

At Intake Farm Primary and Nursery School, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and we want them to do so clearly, accurately and coherently. We want our children to adapt their writing style and tone to match the genre of writing they are producing. We believe that all pupils should do this whilst taking pride in the presentation of their writing, by using clear, legible cursive handwriting by the time they move to secondary school. We want our pupils to acquire a wide vocabulary, a solid understanding of grammar and punctuation and be able to apply their understanding of spelling patterns to enable them to spell new words. We believe that all good writers are able to refine their writing over time so we want to encourage our children to identify their own areas for improvement in their writing and for them to use this to edit and redraft their writing. We do not want to limit children in their learning as a result we do not hold pre-conceptions about a pupil's ability or progress instead we encourage all pupils to strive to be the best writers they can be when they leave us to move to secondary school.

At Intake Farm Primary and Nursery School, we aim for our children to:

- develop a love of writing through a range of genres
- communicate their ideas using standard English and use grammatical structures to make their ideas easier to understand and enjoy
- recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives
- have the confidence to communicate their ideas through writing in real-life situations throughout their lives

To support pupils in moving towards independent writing at the expected standard, we provide a wide range of writing stimuli, including the use of film and imagery; modelled, shared and guided writing; peer conferencing; and group discussion. These rich and varied set of learning opportunities support pupils in becoming confident and enthusiastic learners across all areas of the curriculum. At Intake Farm Primary and Nursery School, we want writing to equip our pupils with the necessary tools to communicate effectively and to provide them with the skills to become lifelong creative writers.

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>Planning Foundation Stage 1 Engage in extended conversations using some recently introduced vocabulary</p> <p>Join in with activities to develop phonological awareness e.g. spot and suggest rhymes</p> <p>Foundation Stage 2 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Drafting Foundation Stage 1 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>Foundation Stage 2 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 (oral composition)</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Evaluating and Editing Foundation Stage 1 Begin to discuss simple phrases and sentences that can be read by others with the teacher.</p> <p>Foundation Stage 2 Discuss simple phrases and sentences that can be read by others with the teacher.</p>	<p>Planning Say out loud what they are going to write about</p> <p>Drafting Compose sentences orally before writing it down</p> <p>Sequence sentences to form short narratives</p> <p>Evaluating and Editing Re-read what they have written to check 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>Planning Write down ideas and/or key words, including new vocabulary</p> <p>Drafting Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Planning or saying out loud what they are going to write about</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Evaluating and Editing Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</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>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Planning Discuss and identify structures, vocabulary and grammar from writing similar to that which they are planning</p> <p>Discuss and record ideas as a class or in teacher led groups.</p> <p>Drafting Compose and rehearse sentences orally progressively building a varied and rich vocabulary and range of sentence structures in line with Rainbow Grammar and the National Curriculum requirements.</p> <p>Organise sentences into paragraphs</p> <p>Create simple settings, characters (using simple noun phrases and prepositions) and plots that build up ideas.</p> <p>Evaluating and Editing Assess the effectiveness of their own and other's writing suggesting improvements based on current learning.</p> <p>Proof-read for spelling and punctuation errors based on current learning.</p> <p>Read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Planning Discuss writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas in peer led groups or with a partner.</p> <p>Drafting Compose and rehearse sentences orally progressively building a varied and rich vocabulary and range of sentence structures in line with Rainbow Grammar and the National Curriculum requirements</p> <p>Organise paragraphs around a theme using fronted adverbials.</p> <p>Create settings, characters and plots using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) to build up ideas).</p> <p>Evaluating and Editing Assess the effectiveness of their own and other's writing suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</p> <p>Proof-read for spelling and punctuation errors based on current and previous learning.</p> <p>Read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume so the meaning is clear.</p>	<p>Planning Identify the audience and purpose of the writing and select the appropriate form.</p> <p>Use similar writing models as a model for their own</p> <p>Note and develop initial ideas drawing on reading and research (which could be signposted) where necessary.</p> <p>In writing narratives consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Drafting Select the appropriate grammar and vocabulary.</p> <p>Describe settings, characters and atmosphere through the use of relative clauses.</p> <p>Integrating dialogue to convey character and advance the action.</p> <p>Evaluating and Editing Precising longer passages</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Planning Identify the audience and purpose of the writing and select the appropriate form.</p> <p>Use similar writing models as a model for their own</p> <p>Note and develop initial ideas drawing on reading and research (which could be signposted) where necessary.</p> <p>Drafting Select the appropriate grammar and vocabulary and understand how the choices can change and enhance meaning.</p> <p>Describe settings, characters and atmosphere through the use of relative clauses.</p> <p>Integrating dialogue to convey character and advance the action including integrating formal speech e.g. question tags <i>He's your friend, isn't he?</i></p> <p>Evaluating and Editing Precising longer passages</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>

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Handwriting		<p>Sit correctly at the table holding a pencil 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 the digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Begin to use some of the diagonal and horizontal strokes needed to join letters (module 3 Letter-join)</p> <p>Write capital letters and digits of 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>	<p>Use most of the diagonal and horizontal strokes needed to join letters and begin to understand which letters are best left unjoined when adjacent to each other.</p> <p>Increase the legibility, consistency and quality of lessons and begin to ensure that writing is spaced sufficiently so that ascenders and descenders do not touch.</p>	<p>Use all of the diagonal and horizontal strokes needed to join letters and begin to understand which letters are best left unjoined when adjacent to each other.</p> <p>Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Write legibly and fluently.</p> <p>Begin to choose which shape of a letter to use when given choices</p> <p>Decide whether or not to join specific letters</p>	<p>Write legibly and fluently with increased speed.</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>
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Transcription		<p>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 letter of the alphabet in order</p> <p>Use letter names to distinguish between alternate spellings of the same sound</p> <p>Add prefixes and suffixes using ‘-s’ or ‘-es’, using ‘un-’,</p> <p>using ‘-ing’, ‘-ed’, ‘-er’ and ‘-est’ where no change is needed to the root words</p> <p>Apply simple spelling rules from English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Spell words by segmenting spoken words into phonemes and representing these by grapheme, spelling many 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, including a few common homophones</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in 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>	<p>use further prefixes and suffixes and understand how to add them - see English appendix 1 (split over years 3 and 4 see spelling overview)</p> <p>spell further homophones</p> <p>spell words that from the Year 3/4 word lists that are commonly misspelt (see spelling overview)</p> <p>Begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>use further prefixes and suffixes and understand how to add them - see English appendix 1 (split over years 3 and 4 see spelling overview)</p> <p>Spell further homophones</p> <p>spell words that from the Year 3/4 word lists that are commonly misspelt (see spelling overview)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them (split out in the Spelling overviews for Years 5 and 6)</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused (see overview)</p> <p>Begin to use dictionaries more widely in their writing to check the spelling and meaning of words (this could be prompted by teachers)</p> <p>Begin to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary more widely in their writing (this could be teacher prompted)</p> <p>Begin to use a thesaurus</p>	<p>Revision of Year 5 transcription to embed learning.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them (split out in the Spelling overviews for Years 5 and 6)</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused (see overview)</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 (see overview)</p> <p>Independently use dictionaries to check the spelling and meaning of words</p> <p>Independently use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary more widely in their writing.</p> <p>Use a thesaurus</p>
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