

English Writing Overview - Sharks

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In English we will be exploring the text...



The Lonely Beast by Chris Judge

[illegible]

	Progression Step 1	Transcription: Spelling - Copy underneath from left to right - Recognise that marks and symbols have meaning - Make marks to represent their name - Hold a pencil with sufficient grip and pressure to make marks on paper, or perform an equivalent task using their preferred form of communication, e.g. using electronic writers or eye-gaze for writing/communicating - Make circular shapes with a drawing tool - Create horizontal scribble with a writing tool - Create vertical scribble with a writing tool Imitates circular strokes Imitates horizontal strokes - Imitate vertical strokes Inputs text - random letters - Make large random strokes Imitates circular movements with their hand - Show preference for one hand - Begin to use a tripod grasp Uses a dagger grip - Use a pincer grip - Colour on a blank sheet, staying on the paper - Colour over a picture - Draw a roughly straight line Imitates drawing circles and horizontal and vertical lines Includes a variety of letters within lines of scribble Includes a variety of shapes within lines of scribble - Make marks on preferred form of communication, e.g. paper, computer - Make marks with a variety of resources, e.g. crayons, paint - Create visible patterns when writing, e.g. spaces between symbols - Scribble spontaneously when given pen and paper - Trace circular movements - Trace horizontal movements - Trace vertical movements - Colour over picture and shows some awareness of the lines - Draw lines or shapes on a small or large scale, e.g. on paper or in the air or sand (PKSS) - Hold an object with a tripod grip - Show some control of a writing implement				
Skills of Composition and Transcription	Progression Step 1 Composition	Reading Outcomes: ★ Watch as staff points to text. ★ Listen to specific books several times. ★ Join in discussion when sharing books/texts. ★ Show they want to know what happens next in a story. ★ Describe pictures from books in simple terms. ★ Focus on what is being read, eg looking at the picture relating to the part of the story being read. ★ Sit quietly when listening to a story. ★ Indicate correctly pictures of characters and objects in response to questions such as “Where is (the)...?” ★ Show anticipation about what is going to happen, eg, by turning the page. ★ Answer a simple question about the story	★ Respond to questions about familiar events. ★ Respond to questions about immediate experiences. ★ Separate pictures and writing. ★ Put illustrations to my writing. ★ Use writing in play. ★ Write own marks in or about a piece of work. ★ Watch the paper as I make marks. ★ Put marks or symbols alongside picture Use words, signs or symbols to identify a word	★ Put marks or symbols alongside picture ★ Use words, signs or symbols to identify a word they would like written. ★ Put illustrations to my writing.	★ Indicate correctly pictures of characters and objects in response to questions such as “Where is (the)...?” ★ Describe pictures from books in simple terms. ★ Separate pictures and writing. ★ Put illustrations to my writing. ★ Describe a picture using a subject, verb, object (SVO). ★ Write own marks in or about a piece of work. ★ Respond to questions about familiar events. ★ Use words/signs/symbols to identify a word I would like written. ★ Put marks or symbols alongside a picture.	Reading Outcomes: ★ Sit in a small group with a member of staff for a story. ★ Show they want to know what happens next in a story. ★ Answer a simple question about the story giving a single word/sign/symbol answer ★ Listen to simple information. ★ Answer a simple “where is(noun?” question. Writing Outcomes: ★ Say an appropriate word to complete a sentence. ★ Separate pictures and writing. ★ Put marks or symbols alongside picture. ★ Communicate 2 word combinations to create an adjective-noun (subject) sentence eg, big elephant, stripy zebra. ★ Use words, signs or symbols to identify a word they would like written. ★ Say an appropriate word to complete a sentence (eg, the lion wakes up in the....) ★ Put illustrations to my writing. Spoken Language: ★ Take part in a staff-led performance (or activity) with prompts in front of a small group (acting out a part of the story).

		giving a single word/sign/symbol answer. ★ Answer a simple “where is the (noun)” question. Writing Outcomes: ★ Use a single word/sign or symbol to name an object. ★ Put marks or symbols alongside picture Use words, signs or symbols to identify a word they would like written. ★ Communicate 2 word combinations to create an adjective-noun (subject) sentence eg, big elephant, stripy zebra.	they would like written.			
Progression Step 2	Transcription: Spelling - Identify or writes 5+ graphemes on hearing corresponding phonemes. - Identify or writes 10+ graphemes on hearing corresponding phonemes. - Group letters/symbols together. - Write a variety of letters within groups of written “words.” - Vary the length of written “words.” - Order symbols from left to write. - Identify the initial letter of their name. - Write the first letter of their name with support. - Write the first letter of their name independently. - Write several letters of their name when mark making.					
	Transcription: Handwriting and Presentation - Form correctly most of the 5+ lower-case letters. - Form correctly most of the 10+ lower-case letters. - Colour in a picture and tries to keep within the lines. - Copy simple shapes. - Make marks with some recognisable letters. - Represent a person, story or event artistically. - Use tools with their preferred hand. - Hold pencil with sufficient grip, most of the time. - Return up a vertical stroke, eg “n” - Write in lines. - Trace numbers 1 to 5. - Write letters of inconsistent size. - Trace large shapes. - Trace letter shapes. - Trace simple shapes. - Join the dots to join a square. - Join the dots to join a triangle.					
Progression Step 2 Composition	Reading Outcomes: ★ Demonstrate an understanding of a familiar story/rhyme read to them.	Reading Outcomes: Relate an experience to an event or story.	- Sit in a group and listen to a story. - Dictate text for a purpose. - Suggest a phrase to include in their work.	Talk about their favourite character in a story.	Reading Outcomes: - Join in with predictable phrases or refrains of a familiar story or rhyme. - Demonstrate an understanding of a familiar story/rhyme read to them. - Re-enact simple stories. Writing Outcomes: - Sequence 2 pictures of an event/story.	

		★ Predict what will happen in a repetitive story. ★ Explain how a character might be feeling. ★ Sit in a group and listen to a story. ★ Relate an experience to an event or story. Writing Outcomes: • Dictate text for a purpose (eg character description). • Suggest a phrases to include in their work. • Attempt to write words other than their name. • Order symbols from left to right. • Group letters/symbols together. Leave a space between groups of letters/symbols. • Say a clause to complete a sentence that is said aloud. • Suggest a phrase to include in their work.	• Describe their own experiences using collected pictures. Writing Outcomes: • Make marks, including some letters, with the intention of conveying meaning. • Read my “writing” aloud. • Attempt to write words other than my name. • Answer simple questions about my writing with some prompting.	• Add simple details to another person’s retelling of a story. • Attempt to write words other than their name. • Makes marks, including some letters, with the intention of conveying meaning. • Start writing on the left of page. • Make marks with some recognisable letters. • Order symbols from left to right. • Group letters/symbols together. • Leave a space between groups of letters/symbols. •	• Represent a person, story or event artistically. • Dictate text for a purpose. • Suggest a phrase to include in their work. • Make marks, including some letters, with the intention of conveying meaning. • Attempt to write words other than their name. • Write a variety of letters within groups of written “words.” • Group letters/symbols together. • Order symbols from left to right.	• Dictate text for a purpose. • Suggest a phrase to include in their work. • Make marks, including some letters, with the intention of conveying meaning. • Start writing on the left of the page. • Attempt to write words other than their name. • Group letters/symbols together. • Order symbols from left to right. • Leave a space between groups of letters/symbols. • Answer questions about my writing with some prompting. • Make marks with some recognisable letters. • Read my ‘writing’ aloud.
	Progression Step 3	Transcription: Spelling • Frequently use the correct initial of a word. • Group letters in word blocks. • Identify initial sounds of spoken words. • Identify words beginning with the letter sounds from their name. • Represent a word with the initial letter. • Sort words and letters from numbers. • Sound each letter out. • Identify when some words are not said as they are spelt, eg the. • Write letters from their own name when given letter sounds. • Write their own name in the correct sequence. • Attempt to write words using letter sound knowledge. • Say the letter name of a sound when writing a word with support. • Spell some two letter words correctly. • Spell words by identifying the phonemes and representing the phonemes with graphemes (eg cat, pot). • Identify or writes 20+ graphemes on hearing corresponding phonemes from the letter.				
		Transcription: Handwriting and Presentation • Form correctly most of the 20+ lower-case letters. • Copy underneath writing. • Copy writing patterns.				

		• Lessen the movement of the arm when writing. • Position the paper correctly. • Hold the paper whilst writing. • Write the letter shapes of a given handwriting family. • Colour in a picture and keeps within the lines most of the time. • Handwrite letters which are recognisable. • Hold a pencil correctly. • Write the letter shapes of own name. • Move across the page from left to right when writing. • Separate pictures and writing clearly. • Write numbers to 5. • Orientate most letters correctly.				
	Progression Step 3 Composition	Reading Outcomes: ★ Join in a discussion about a story. ★ Respond to questions that require simple recall. ★ Describe an action of a character. ★ Recognise that a picture relates to the text. ★ Draw or paint a picture to illustrate an event. ★ Explain what is happening in a picture. ★ Suggest what might happen to a character after reading part of a story. ★ Offer a phrase or short sentence to describe how a character felt. Writing Outcomes: ★ Convey information using phrases or short sentences. ★ Convey ideas using phrases or short sentences. ★ Write a caption or short phrase using the graphemes they already know. ★ Make a simple pictorial representation of what they have seen. ★ Make a simple drawing to illustrate their idea.	Reading Outcomes: ★ Explain what is happening in a picture. Writing Outcomes: • Report an experience or event in phrases or short sentences. • Make a simple pictorial representation of what I have done. • Make a simple pictorial representation of what I have seen. • Make a simple drawing to illustrate my idea. • Draw or paint a picture to illustrate an event. • Identify different uses for writing. • Recognise my own work when it is displayed.	• Make a simple pictorial representation of what I have seen. • Make a simple drawing to illustrate my idea. • Name a character in a story. • Label a simple diagram. • Create work that includes pictures and text. • Write a caption or short phrase using the graphemes I already know. • Frequently use the correct initial letter of a word. • Represent a word with the initial letter. • Attempt to write words using letter sound knowledge. • Spell some two letter words correctly. • Spell words by identifying the phonemes and representing the phonemes with graphemes (eg cat, pot). • Move across the page from left to right when writing. • Separate pictures and writing clearly. Challenge: • Include a noun with an adjective.	• Make a simple pictorial representation of what I have seen. • Name a character in a story. • Make contributions to group-writing. • Offer a phrase or short sentence to describe a character. • Create work that includes picture and text. • Convey information using phrases or short sentences. • Write a caption or short phrase using the graphemes they already know. • Represent a word with the initial letter. • Attempt to write words using letter-sound knowledge.	Reading Outcomes: ★ Respond to questions that require simple recall. ★ Recount a short sequence of events (by sequencing images) ★ Look at pictures and books for information. ★ Name several characters in a story. ★ Recognise that a picture relates to the text. ★ Draw or paint a picture to illustrate a story. ★ Explain what is happening in a picture. ★ Use the terms “beginning” and “end” when describing a book. Writing Outcomes: • Convey information using phrases or short sentences. • Convey ideas using phrases or short sentences. • Label a simple diagram. • Create work that includes pictures and text. • Write a caption or short phrase using the graphemes they already know. • Make a simple pictorial representation of what they have seen. • Include a noun with an adjective. • Suggest a causal connection using an appropriate conjunction (eg, the lion is a carnivore because it eats meat). Spoken Language Outcome: • Take part in a group performance and deliver simple phrase (eg read out a fact from a group made fact file).

	Year 1	Transcription: Spelling • Write initial sounds of words. • Write final sounds of words. • Spell words containing phonemes taught. • Spell the days of the week phonetically plausibly. • Identify or writes 40+ graphemes on hearing corresponding phonemes. • Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs. • Match upper and lower-case letters. • Join in a rote chant of the alphabet. • Say the letter name of a sound to help when writing a word with support. • Spell a few common exception words (eg, I, no, go, the). • Aware that each letter has a name and a sound. • Apply some simple rules from the Spelling Appendix. • Attempt to write simple sentences dictated by an adult, including some common words.				
		Transcription: Handwriting and Presentation • Use a comfortable pencil grip. • Sit correctly when writing. • Begin letter in the correct place. • Write numbers to 10 consistently. • Identify which letter belongs to which letter family (eg, caterpillar letters). • Move round letters in the correct direction. • Finish letters correctly. • Write most upper-case letters correctly. • Form most lower-case letters correctly.				
	Year 1 Composition	Reading Outcomes: ★ Talk about events in the story they were read and links them to their own experiences. ★ Predict what might happen next in a text. ★ Justify their own views with information from what they have read. ★ Explain their understanding of the text. ★ Make simple deductions with help and prompts. ★ Label diagrams/draw setting/character using information found in the text read/listened to. Writing Outcomes: Planning and Preparation: • Talk to an adult about what they wish to write. • Say sentence out loud before writing. Drafting/Writing: • Make up their own sentences and says them	Reading Outcomes: ★ Talk about events in the story they were read and links them to their own experiences. Writing Outcomes: • Spell words containing phonemes taught. Planning and Preparation: • Talk to an adult about what they wish to write. • Say sentence out loud before writing. Drafting/Writing: • Make up their own sentences and says them aloud, after discussion with an adult. • Identify the adjective and noun in my sentences	Planning and Preparation: • Talk to an adult about what they wish to write. • Say sentence out loud before writing. Drafting/Writing: • Make up their own sentences and says them aloud, after discussion with an adult. • Write down one of the sentences that they have rehearsed. • Write sentences in order, to create a simple narrative. Evaluation/Editing: • Discuss what they have written with an adult. • Re-read writing using some of the same words with support. • Re-read writing using some of the same words with support. • Identify the adjective and noun in my sentences	Planning and Preparation: • Talk to an adult about what they wish to write. • Say sentence out loud before writing. Drafting/Writing: • Make up their own sentences and says them aloud, after discussion with an adult. • Write down one of the sentences that they have rehearsed. • Write sentences in order, to create a simple narrative. • Include noun phrases in my sentences to describe a character. Evaluation/Editing: • Discuss what they have written with an adult. • Re-read writing using some of the same words with support. • Identify the adjective and noun in my sentences.	Reading Outcomes: ★ Retell some of the story told by an adult. ★ Talk about events in the story and link them to my own experiences. ★ Explain characteristics of key stories. ★ Begin to use appropriate terminology when discussing texts. ★ Try to decipher word meaning. ★ Recall key features of the text (eg, characters, settings, layout etc). ★ Take part in role play to explore characters from a text. Writing Outcomes: Planning and Preparation: • Talk to an adult about what they wish to write. • Say sentence out loud before writing. Drafting/Writing: • Make up their own sentences and says them aloud, after discussion with an adult. • Write down one of the sentences that they have rehearsed. • Write sentences in order, to create a simple narrative. • Include capital letters for the names of characters. • Use time adverbials in my writing. • Write in the first person (I). • To understand and use question marks in my writing. Evaluation/Editing: • Discuss what they have written with an adult. • Re-read writing using some of the same words with support. •

		aloud, after discussion with an adult. • Write down one of the sentences that they have rehearsed. Evaluation/Editing: • Discuss what they have written with an adult. • Re-read writing using some of the same words with support.				
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