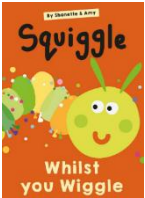

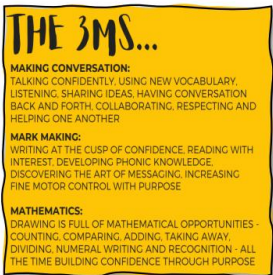
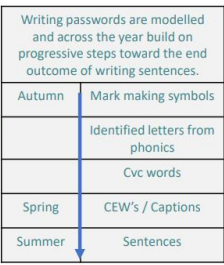
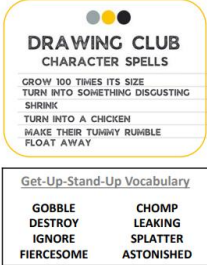
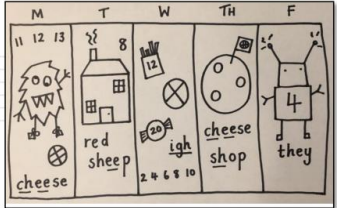
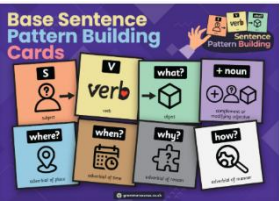


Teaching and Learning Expectations

Expectation	Example
<p>Intent</p>	<p>At Tregolls 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.</p>
<p>Curriculum Overview</p>       	<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>Why Drawing Club? 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> <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> 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>



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.



Writing Frames: Structured writing frames are included to help students organise their thoughts and ideas. Optional handwriting guidelines are available to support children in their letter formation and overall writing presentation.



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 (30 - 50mths to ELGs) 30 – 50 months 40 – 60 months Early Learning Goals	<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 To write some irregular common words.</p> <p>Letter Formation, Placement and Positioning 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 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 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 To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>Use of Terminology To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>

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Book Presentation and Handwriting

Every lesson has a toolkit that is used to support the pupils understanding of the model text but also to guide the independent composition. Our English writing books have scaffolds from Kinetic letters to support those who require it. Whiteboards have also been adapted to ensure that there are clear expectations on how to record in these areas. Every child has a daily handwriting session, using the Kinetic Letters handwriting program. Adaptions are made to support pupils who have not yet mastered these approaches.

Appendix 3: Assessments for monitoring progress		Kinetic Letters assessment strategies											
Expected standards in handwriting and National Curriculum Statutory Requirements 2017-2018	Corresponding Kinetic Letters Strand- (colour coded)	Push up targets. Meerkat-BOGOFs	Pupils' writing questionnaire	Starter Marker Writing sample	3 Colour check	Fluency targets	Pencil hold diagnostic sheet	Assess, Detect, Correct (ADC)	Monkey Smile Pencil targets	Turtle lick targets Formation/spacing	Practice Patch	Letter Family challenges	3 More, better than before
Sit correctly at a table	Writing position Pelvic Girdle strength	✓	✓	✓		✓		✓			✓		
Hold a pencil comfortably and correctly	Shoulder Girdle strength 3 Friends Pencil Hold	✓	✓	✓		✓	✓	✓	✓		✓		✓
Form lower-case letters in the correct direction, starting and finishing in the right place	Letter Formation/orientation The Tree symbol		✓	✓	✓	✓		✓		✓	✓	✓	✓
Form lower-case letters of the correct size relative to one another	Writing characteristics: Heights of letters Grounding		✓	✓	✓	✓		✓		✓	✓	✓	✓
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Letter Families Family Features			✓		✓		✓		✓	✓	✓	✓
Understand which letters belong to which families and to practise these	Writing Characteristics: Spacing within/between words		✓	✓	✓	✓		✓		✓	✓		✓
Use spacing between words. Use spacing between words that reflects the size of the letters.	Letter Formation: letter finish Break letters (Breakers)		✓	✓	✓	✓		✓		✓	✓		✓
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Flow and speed More sky above the Tree		✓	✓				✓			✓		✓
Increase legibility, consistency and quality of handwriting e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.													

Kinetic Letters products



Vocabulary	Key feature in every lesson.
Spelling	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. <div style="text-align: center;">  </div>
SPAG	Children from Year 1 upwards complete 'The place value of punctuation and Grammar' at the start of the year. SPaG is then taught within the Unit Guides/Writing Process and skills are applied to their independent writing. <div style="text-align: center;">  </div>
Assessment	Retrieval at the start of each lesson.

	<p>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	Each class has an English working wall.
Marking	<p>Marking codes are used to indicate to pupils that key content needs editing or checking. Pupils are supported through this process by peers or, where required, adults.</p> <p>Written work Marking Codes (KS1/KS2 added to the margin)</p> <p>CL = capital letters FS = full stops</p> <p>_____ = spelling mistake</p> <p>G = grammar, punctuation mistake</p> <p>// = new paragraph</p> <p>Maths Marking Codes</p> <p>√ = correct answer (purple tick) • = incorrect answer (Purple dot)</p> <p>Marking Policy - Feb 2025.docx</p>
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. Yellow paper and coloured overlays are used as needed.</p> <p>The appropriate handwriting book has been chosen for each child to match their needs.</p> <p>Kinetic letters lined scaffolds can be used in books are used, as appropriate.</p>