

## Curriculum Map - Writing

### Curriculum Area: **Writing- Handwriting**

**Curriculum Intent:** At Hilldene Primary School, we strive to enthuse, inspire and develop a love for writing. We aim to help our pupils to develop into articulate and imaginative communicators, who are well equipped with the basic skills as well as a genuine love of writing.

The development of writing is introduced from the day our pupils join our school. Writing starts from mark making and putting together their first written words to writing well thought out, detailed sentences that tell a story or share information. We aim to enable pupils through an experience-led and text-based approach; that allows them to understand vibrant and challenging vocabulary and sentence structure that they can apply in their everyday writing.

As a school, we work together to ensure that our pupils understand how widely writing is used in everyday life, therefore, how important and useful the skills are that they are learning. Close links are made across the curriculum to provide pupils with purposeful and meaningful opportunities to write.

We believe that writing skills must be embedded during a pupil's time at Hilldene Primary School through carefully planned opportunities that allow them to become passionate and well skilled writers.

	EYFS Writing (PD)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Skills and knowledge taught:  <u>Term 1</u>  <u>Developing Gross Motor Skills:</u>  -The vocabulary of movement. -Large movements. -Responding to music.  <u>Developing Fine Motor Skills:</u>  -Hand and finger play -Making and modelling -Links to art	Skills and knowledge taught:  <u>Term 1</u>  -Letter formation practice: long ladder family, one-armed robot family, curly caterpillar family, zig-zag monster family, capital letters.. -Practising vowels: i, u, a, o, e  <u>Term 2</u>  -Introducing diagonal join to ascender: joining at, all. -Practising diagonal	Skills and knowledge taught:  <u>Term 1</u>  -How to join in a word: high-frequency words -Introducing break letters: j, g, x, y, z, b, f, p, q, r, s -Practising diagonal join to ascender in words: eel, eet -Practising diagonal join, ascender in words: a_e -Practising diagonal join, no ascender, to an anticlockwise letter in words: ice, ide -Practising horizontal	Skills and knowledge taught:  <u>Term 1</u>  -Revising joins in a word: le, ing. -Revising joins in a word: high-frequency words -Revising joins in a word: un, de -Revising joins to and from s: dis -Revising joins to and from r: re, pre, ff -Revising joins: qu  <u>Term 2</u>  -Introducing joining b	Skills and knowledge taught:  <u>Term 1</u>  -Revising joins: ness, ship, ing, ed, s, ify, nn, mm, ss -Revising parallel ascenders: tt, ll, bb -Revising parallel ascenders and descenders: pp, ff -Revising joins to an anticlockwise letter: cc, dd -Revising break letters: alphabetical order  <u>Term 2</u>	Skills and knowledge taught:  <u>Term 1 and 2</u>  -Revision: practising sloped writing -Revision: practising the joins -Developing style for speed: joining from t -Developing style for speed: looping from g, j and y -Developing style for speed: joining from f and s -Developing style for speed: writing v, w, x, z -Developing style for	Skills and knowledge taught:  <u>Term 1 and 2</u>  -Self-assessment: evaluating handwriting. -Self-assessment: checking the joins -Self-assessment: consistency of size -Self-assessment: letters resting on baseline -Self-assessment: ascenders and descenders -Self-assessment: consistency of size of capitals and

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<p>-Using one handed tools and equipment</p> <p><u>Developing Patterns and Basic Letter Movements</u></p> <p>-Pattern-making -Responding to music -Investigating straight line patterns -Investigating loops -Investigating circles -Investigating angled patterns -Investigating eights and spirals</p> <p><u>Term 2</u></p> <p>-Introducing long ladder letters: l, i, t, u, j, y -Practising long ladder letters: l i -Practising long ladder letters: t, u -Introducing one-armed robot letters: r, b, n, h, m, k, p -Practising robot letters: b, n, h, m, k, p -Introducing capitals for one-armed robot letters: R, B, N, H, M, K, P -Introducing capitals for long ladder letters: L, I, T, U, J, Y</p> <p><u>Term 3</u></p> <p>-Introducing curly caterpillar letters: c, a,</p>	<p>join to ascender: th, ch, cl, -Introducing diagonal join, no ascender: in, im, cr, tr, dr, lp, mp -Practising diagonal joins, no ascender: in, im, cr, tr, dr, lp, mp -Introducing diagonal join no ascender, to an anticlockwise letter: nd, ld, ng -Practising diagonal join no ascender, to an anticlockwise letter: nd, ld, ng</p> <p><u>Term 3</u></p> <p>-Practising diagonal join, no ascender: ee, ai, ay, ime, ine, op, oy -Practising horizontal join, no ascender: one, ome -Introducing horizontal join, no ascender, to an anticlockwise letter: oa, og, wa, wo -Introducing horizontal join to ascender: ol, ot, wh, oh -Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: of, if</p>	<p>join, no ascender, in words: ow, ou, oy, oi, oa, ode -Practising horizontal join to ascender: ole, obe, ook, ool</p> <p><u>Term 2</u></p> <p>-Practising diagonal join to r: ir, ur, er, or, oor, url, irl, irt -Introducing horizontal join from r: ere, air. -Introducing diagonal join to s: dis, ws -Introducing diagonal join from s to ascender: sh, si, su, se, sp, sm, rs</p> <p><u>Term 3</u></p> <p>-Practising diagonal join to an anticlockwise letter: ea, ear -Introducing horizontal join to and from f to ascender: ft, fl, fu, fr -Introducing qu, rr, ss, ff -Capital letter practice</p>	<p>and p: diagonal join, no ascender, bi, bu, pi, pu -Practising join b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po -Practising joining b and p: diagonal join to ascender, bl, ph -Relative sizes of letters: silent letters -Parallel ascenders: high-frequency words -Parallel descenders: adding y to words -Relative size and consistency: ly, less, full -Relative size and consistency: capitals -Speed and fluency practice: er, est, opposites</p> <p><u>Term 3</u></p> <p>-Consistency in spacing: mis, anti, ex, non, co -Consistency in spacing: apostrophes -Layout, speed and fluency practice: address, dialogue, poem, letter.</p>	<p>-Introducing sloped writing -Parallel ascenders: al, ad, af -Parallel descenders and break letters: ight, ough -Size, proportion and spacing: ious, able, ful, fs, ves -Speed and fluency: abbreviations for notes, note making, drafting, lists.</p> <p><u>Term 3</u></p> <p>-Size, proportion and spacing: v, k, ic, ist, ion -Size, proportion and spacing: contractions -Speed and fluency: ible, able -Speed and fluency: diminutives -Print alphabet -Print capitals</p>	<p>speed: pen breaks in longer words -Different styles for different purposes.</p> <p><u>Term 3</u></p> <p>-Haiku project: making notes -Haiku project: organising ideas - Haiku project: producing a draft -Haiku project: publishing the haiku -Haiku project:evaluation -Letter project: making notes. -Letter project: structuring an argument -Letter project: producing a draft -Letter project: publishing a letter -Letter project: evaluation</p>	<p>ascenders -Writing at speed: inappropriate closing of letters -Writing at speed: identifying unclosed letters -Writing at speed: spacing within words -Writing at speed: spacing between words</p> <p><u>Term 3</u></p> <p>-Playscript project: collecting information -Playscript project: recording ideas -Playscript project: producing a draft -Playscript project: publishing a playscript -Playscript project: evaluation -Information notice project: collecting and organising information -Information notice project: organising information -Information notice project: producing a draft -Information notice project: publishing a notice -Information notice project: evaluation</p>
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	<p>d, o, s, g, q, e, f.          -Practising curly caterpillar letters: c, a, d, o, s, g, q, e, f.          - Introducing zig-zag monster letters: z, v, w, x.          -Introducing capitals for curly caterpillar letters: C, A, D, o, S, G, Q, E, F          -Introducing capitals for zig-zag monster letters: Z, V, W, X          -Exploring ch, th and sh.</p>						
	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve.</p>	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve, cross bar, anticlockwise letter</p>	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve, cross bar, diagonal join to ascender, horizontal join to ascender, anticlockwise letter, vertical, parallel, joined, sloped</p>	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve, cross bar, diagonal join to ascender, horizontal join to ascender, anticlockwise letter, vertical, parallel, joined, sloped</p>	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve, cross bar, diagonal join to ascender, horizontal join to ascender, anticlockwise letter, vertical, parallel, joined, sloped</p>	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve, cross bar, diagonal join to ascender, horizontal join to ascender, anticlockwise letter, vertical, parallel, joined, sloped</p>	<p>Key vocabulary taught:</p> <p>Lower case letter, capital letter, short letter, ascender, descender, flick, curve, cross bar, diagonal join to ascender, horizontal join to ascender, anticlockwise letter, vertical, parallel, joined, sloped</p>