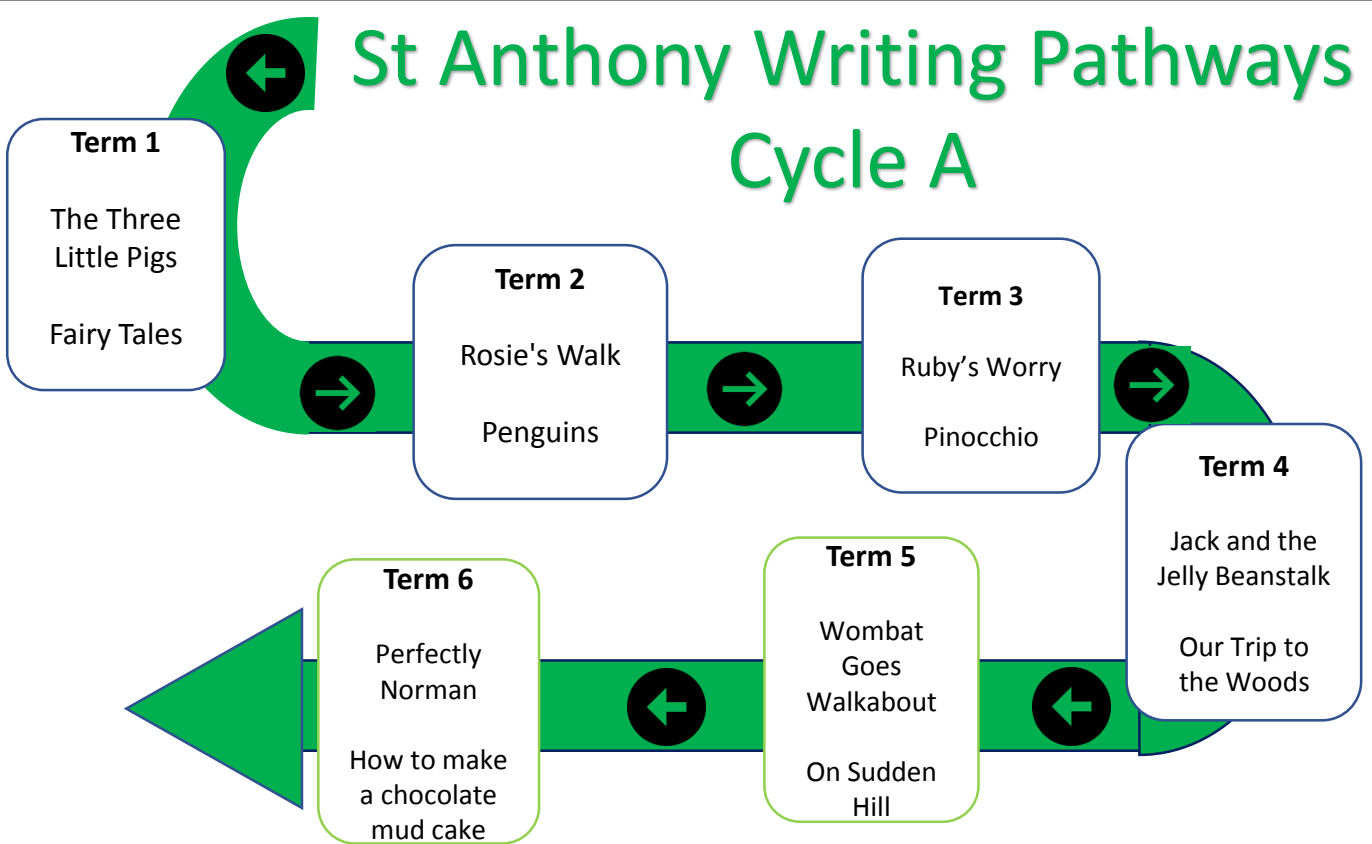


St Anthony Writing Pathways

Cycle A



EYFS:

Year 1:

WRITING	Children use their phonic knowledge to write ways in ways that match their spoken sounds.
	They also write some irregular common words.
	They write simple sentences which can be read by themselves.
	Some words are spelt correctly and others are phonically plausible.
BEING IMAGINATIVE	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
COMMUNICATION AND LANGUAGE	Children listen attentively in a range of situations.
	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
	They give their attention to what others say and respond appropriately, while engaged in another activity.
	Children follow instructions involving several ideas or actions.
	They answer 'how' and 'why' questions about their experiences in response to stories or events.
	Children express themselves effectively, showing awareness of listeners' needs.
	They use past, present and future forms accurately when talking about events.

WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.
	Pupils should be taught to write sentences by composing a sentence orally before writing it.
	Pupils should be taught to write sentences by sequencing sentences to form short narratives.
	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
	Pupils should be taught to discuss what they have written with the teacher or other pupils.
	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.
WORD	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).
	How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].
TEXT	Sequencing sentences to form short narratives.
PUNCTUATION	Separation of words with spaces.
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	Capital letters for names and for the personal pronoun 'I'.