

EDUCATION RESOURCES AWARDS

'BEST PRIMARY
RESOURCE'



Mighty Writer

Mighty Writer

--Curriculum References--



Assembly video available at
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Curriculum References

Spoken Language

Mighty Writer supports the teaching of Development Matters (2012) for Communication and Language: Listening and Attention

30-50 months

•Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

40-60+ months

Maintains attention, concentrates and sits quietly during appropriate activity.

•Two-channelled attention - can listen and do for short span.

Early Learning Goal 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.

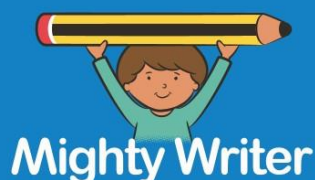
Mighty Writer supports the teaching of Development Matters (2012) for Communication and Language: Understanding

30-50 months

•Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions.

40-60+ months

•Listens and responds to ideas expressed by others in conversation or discussion.



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Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Mighty Writer supports the teaching of Development Matters (2012) for Communication and Language: Speaking

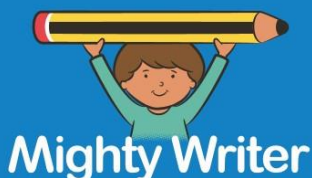
30-50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.

40-60+months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play

Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



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Mighty Writer supports the teaching of the following National Curriculum 2014 objectives for Spoken Language in all year groups:

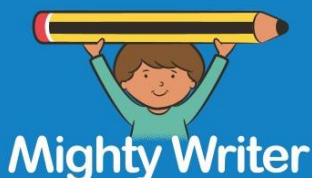
- 1a listen and respond appropriately to adults and their peers
- 1b ask relevant questions to extend their understanding and knowledge
- 1c use relevant strategies to build their vocabulary
- 1d articulate and justify answers, arguments and opinions
- 1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- 1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- 1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 1h speak audibly and fluently with an increasing command of Standard English
- 1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- 1j gain, maintain and monitor the interest of the listener(s)
- 1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- 1l select and use appropriate registers for effective communication

Comprehension

Mighty Writer supports the teaching of Development Matters (2012) for Literacy: Reading

30-50 months

Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall.



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•Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. •Knows information can be relayed in the form of print. •Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60+months

• Continues a rhyming string. • Hears and says the initial sound in words. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.

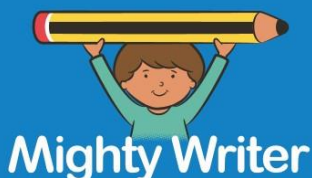
Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Mighty Writer supports the teaching of the following National Curriculum 2014 objectives for Comprehension:

Year 1

2.2a develop pleasure in reading, motivation to read, vocabulary and understanding by:

- i. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ii. Being encouraged to link what they read or hear to their own experiences
- iii. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- iv. Recognising and joining in with predictable phrases



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- v. Learning to appreciate rhymes and poems, and to recite some by heart
- vi. Discussing word meanings, linking new meanings to those already known

En1/2.2b understand both the books they can already read accurately and fluently and those they listen to by

- i. Drawing on what they already know or on background information and vocabulary provided by the teacher
- ii. Checking that the text makes sense to them as they read and correcting inaccurate reading
- iii. Discussing the significance of the events
- iv. Making inferences on the basis of what is being said and done
- v. Predicting what might happen on the basis of what has been read so far

En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say

En1/2.2d explain clearly their understanding of what is read to them

Year 2

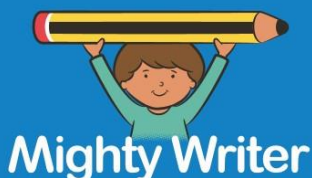
1) Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

5) Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

5) Discussing their favourite words and phrases

En2/2.2b understand both the books that they can already read accurately and fluently and those that they listen to by

- i. Drawing on what they already know or on background information and vocabulary provided by the teacher



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- ii. Checking that the text makes sense to them as they read, and correcting inaccurate reading
- iii. Making inferences on the basis of what is being said and done
- iv. Answering and asking questions
- v. Predicting what might happen on the basis of what has been read so far

En2/2.2c participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

En2/2.2d explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Composition

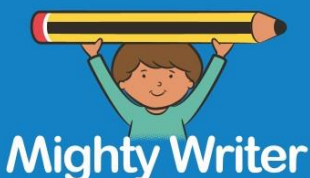
Mighty Writer supports the teaching of Development Matters (2012) for Literacy: Writing

30-50 months

• Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places

40-60+ months

• Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together.. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name



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and other things such as labels, captions. •Attempts to write short sentences in meaningful contexts.

Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mighty Writer supports the teaching of the following National Curriculum 2014 objectives for Composition:

Year 1

En1/3.3a write sentences by:

- i. Saying out loud what they are going to write about
- ii. Composing a sentence orally before writing it
- iii. Sequencing sentences to form short narratives
- iv. Rereading what they have written to check that it makes sense

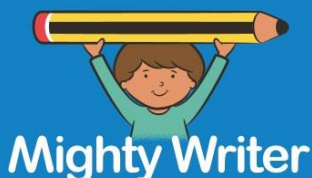
En1/3.3b discuss what they have written with the teacher or other pupils

En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.

Year 2

En2/3.3a Develop positive attitudes towards and stamina for writing by:

- i. Writing narratives about personal experiences and those of others (real and fictional)



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- ii. Writing about real events
- iii. Writing poetry
- iv. Writing for different purposes

En2/3.3b Consider what they are going to write before beginning by:

- i. Planning or saying out loud what they are going to write about
- ii. Writing down ideas and/or key words, including new vocabulary
- iii. Encapsulating what they want to say, sentence by sentence

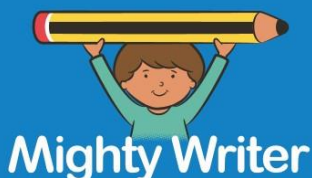
En2/3.3c make simple additions, revisions and corrections to their own writing by:

- i. Evaluating their writing with the teacher and other pupils
- ii. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- iii. Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

En2/3.3d read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, Grammar and Punctuation

Mighty Writer supports the teaching of the following National Curriculum 2014 objectives for Vocabulary, grammar and punctuation:



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Year 1

En1/3.4a develop their understanding of the concepts set out in English Appendix 2 by:

- i. Leaving spaces between words
- ii. Joining words and joining clauses using "and"
- iii. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- iv. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- v. Learning the grammar for year 1 in English Appendix 2

En1/3.4b use the grammatical terminology in English Appendix 2 in discussing their writing and reading.

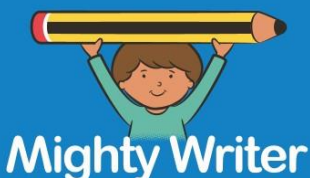
Year 2

En2/3.4a develop their understanding of the concepts set out in English Appendix 2 by:

- i. Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists

En2/3.4b Learn how to use:

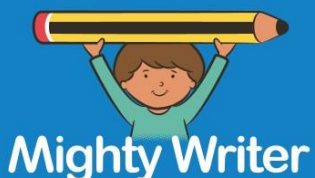
- i. Sentences with different forms: statement, question, exclamation, command
- ii. Expanded noun phrases to describe and specify
- iii. The present and past tenses correctly and consistently including the progressive form
- iv. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



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- v. Learning the grammar for year 2 in English Appendix 2
- vi. Some features of written Standard English

En2/3.4c use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.



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