

Writing Overview

Years 1 and 2

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| Spelling | Handwriting |
| Year 1 | Year 2 | Year 1 | Year 2 |
| 1. **To revise the phonics rules covered in reception including consonant digraphs (**sh, ch, th, ng) **and vowel digraphs.**
2. **To revise the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.**
3. **To revise words with adjacent consonants (e.g. straw, help)**
4. **To spell words containing the graphemes; K, ff, ll, ss, zz, ck, nk, ph, wh and tch**
5. **To spell words with /v/ sound at the end of words e.g. have, give**
6. **To spell words ending in –y e.g. very, happy, funny**
7. **To spell words containing each of the 40+ phonemes already taught** (digraphs included split digraphs to be taught are listed in Appendix 1, Year 1)
8. To use phonics (40+ phonemes already taught) to sound out and write words correctly and make plausible attempts.
9. **To divide words into syllables.**
10. **To spell the Year 1 common exception words. (Appendix 1)**
11. **To spell the days of the week**
12. **To spell compound words**
13. **To revise the letters of the alphabet and the sounds which they most commonly represent.**
14. To name the letters of the alphabet in order.
15. To use letter names to distinguish between alternative spellings of the same sound.
16. **To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs**
17. **To add the prefix ‘un-‘** to the beginning of words (verbs e.g. kind, unkind)
18. **To use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]**
19. **To apply simple spelling rules and guidance, as listed in English Appendix 1**
20. **To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.**
 | 1. **To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.**
2. **To learn new ways of spelling phonemes for which one or more spellings are already known e.g. /r/ spelt wr (see Appendix 1 for full list), and learn some words with each spelling, including a few common homophones.**
3. **To spell words with /l/ at the end of words spelt le, el and al.**
4. **To spell words ending in il.**
5. **To spell words ending in –y e.g. cry, reply.**
6. **To spell words ending in -tion e.g. station**
7. **To spell Year 2 common exception words. (Appendix 1)**
8. **To learn the possessive apostrophe (singular) [for example, the girl’s book]** –s e.g. the dog’s collar
9. **To learn to spell more words with contracted forms** e.g. can’t, couldn’t.
10. **To distinguish between homophones and near-homophones**

There/their/they’reHere/hear quiet/quiteSee/sea bare/bearOne/won sun/sonTo/too/two be/beeBlue/blew night/knight1. **To apply the spelling rules and guidance in Appendix 1 to add –es, -ed, -ing and est to words ending in y.**
2. **To add –er, -ed, -y and est to words ending in e preceded by a consonant.**
3. **To add –ing, -ed, -er, -est and y to words of one syllable ending in a consonant after a single vowel letter.**
4. **To add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**
5. **To apply spelling rules and guidance, as listed in English Appendix 1**
6. **To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**
 | 1. **To sit correctly at a table, holding a pencil comfortably and correctly**
2. To hold my pencil with an effective grip.
3. **To form lower-case letters (pre-cursive/cursive) in the correct direction, starting and finishing in the right place.**
4. **To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.**
5. **To form capital letters**
6. **To form digits 0-9**
7. To begin to join my handwriting. (cursive)
 | 1. To sit correctly at a table without prompting, holding a pencil comfortably and correctly
2. To maintain consistency in handwriting size using the appropriate line size.
3. **To form lower-case letters of the correct size relative to one another.**
4. **To use spacing between words that reflects the size of the letters.**
5. **To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**
6. To use capital letters appropriately e.g. not always writing B as a capital.
7. To ensure capital letters are larger than lower case letters.
8. **To start using some of the diagonal and horizontal strokes needed to join letters.**
9. Tojoin most letters correctly and consistently. (Cursive)
10. To use all four handwriting joins.
11. **To understand which letters, when adjacent to one another, are best left un-joined.**
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| Composition | Vocabulary, Grammar and Punctuation |
| Year 1 | Year 2 | Year 1 | Year 2 |
| 1. **To write sentences by saying out loud what they are going to write about**
2. **To compose a sentence orally before writing it**
3. **To sequence sentences to form short narratives**
4. To sequence sentences to form short non-fiction texts
5. To create writing from my own ideas
6. To say every sentence before writing it.
7. To write a simple sentence when my teacher dictates it.
8. To write simple and compound sentences.
9. To use adjectives in my writing.
10. **To re-read every sentence to check it makes sense**
11. **To discuss own writing with the teacher or other pupils**
12. **To read aloud own writing clearly enough to be heard by peers and the teacher.**
 | 1. **To plan or say out loud what they are going to write about.**
2. **To write down ideas and/or key words, including new vocabulary.**
3. **To encapsulate what they want to say, sentence by sentence.**
4. **To develop positive attitudes towards writing.**
5. **To write for different purposes,** effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing.
6. To write narratives about personal experiences and those of others (real and fictional).
7. To write sentences that are sequences to form a short narrative.
8. To use different sentence openers.
9. To develop writing stamina so that I can write at length.
10. To use adventurous adjectives
11. To use verbs that make my writing more interesting to the reader.
12. To include adverbs in my writing e.g the lion roared loudly.
13. To use time connectives such as next, then, after, first.
14. **To make simple additions, revisions and corrections to their own writing**
15. **To re-read to check that own writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.**
16. **To evaluate their writing with the teacher and other pupils**
17. **To proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]**
18. **To read aloud what they have written with appropriate intonation to make the meaning clear.**
 | 1. **To learn the grammar for year 1 in English Appendix 2**
2. **To make singular nouns plural by using “s” and “es”**
3. **To use suffixes that can be added to verbs where n change is needed to the spelling of root words e.g. helping, helped, helper**
4. **To understand and use the prefix un to change the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)**
5. **To understand what a sentence is. (How words combine to make sentences).**
6. **To joining words and join clauses using** the conjunction **‘and**, but, or’
7. **To sequence sentences to form short narratives**
8. **To leave spaces between words**
9. **To punctuate sentences using a capital letter and a full stop.**
10. **To begin to punctuate sentences using a question mark or exclamation mark**
11. **To use a capital letter for names of people.**
12. **To use a capital letter for places.**
13. **To use a capital letter for the days of the week.**
14. **To use a capital letter for the personal pronoun ‘I’.**
15. **To use the grammatical terminology**

**as set out in English Appendix 2 in discussing their writing:**1. **letter**
2. **capital letter**
3. **word**
4. **singular**
5. **plural**
6. **sentence**
7. **punctuation**
8. **full stop**
9. **question mark**
10. **exclamation mark**
 | 1. **To learn the grammar for year 2 in English Appendix 2.**
2. **To use some features of written Standard English.**
3. **To form noun phrases using suffixes such as –ness, -er.**
4. **To form noun phrases by compounding (For example, whiteboard, superman).**
5. **To form adjectives using suffixes such as –ful, -less (see full list of suffixes can be found in the Year 2 spelling section of English appendix 1).**
6. **To use the suffixes –er, and -est in adjectives.**
7. **To use the suffix –ly to turn adjectives into adverbs.**
8. To use pronouns- he, she, his, her.
9. **To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).**
10. **To use expanded noun phrases to describe and specify [for example, the blue butterfly].**
11. **To understand the purpose of and write statement sentences.**
12. **To understand the purpose of and write question sentences.**
13. **To understand the purpose of and write exclamation sentences.**
14. **To understand the purpose of and write command sentences.**
15. To use a subheading.
16. **To use the present and past tenses correctly and consistently throughout writing.**
17. **To use the progressive form of verbs in the present and past tense to mark actions in progress (For example, she is drumming, he was shouting.**
18. **To learn how to use both familiar and new punctuation correctly (see English Appendix 2),**
19. To use the punctuation taught in Yrs 1& 2 mostly correctly.
20. **To use full stops and Capital Letters.**
21. **To use an exclamation mark correctly in a sentence.**
22. **To use a question mark correctly in a sentence.**
23. **To use commas to separate items in a list correctly.**
24. **To use apostrophes to mark singular possession in nouns.**
25. **To use apostrophes for contracted forms.**
26. To be introduced to inverted commas for speech.
27. **To use and understand the grammatical terminology in English Appendix 2 in discussing their writing;**
28. **Noun**
29. **noun phrase**
30. **statement**
31. **question**
32. **exclamation**
33. **command**
34. **compound**
35. **suffix**
36. **adjective**
37. **adverb**
38. **verb**
39. **tense (past, present)**
40. **apostrophe**
41. **comma.**
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Genres of Writing

|  |  |  |
| --- | --- | --- |
| Narrative | Non-Fiction | Poetry |
| Stories with familiar settings **(Year 1 and Year 2)**Retells **(Year 1)**Retell with an alternative ending **(Year 2)**Character/setting descriptions **(Year 1 and Year 2)**Traditional and well- loved stories with predictable and patterned language **(Year 1)**Traditional and well-loved stories **(Year 2)** | Labels, lists and captions **(Year 1)**Recounts **(Year 1 and Year 2)**Information texts **(Year 1 and Year 2)**Instructions **(Year 1 and Year 2)**Recounts **(Year 1 and Year 2)** | Repetitive language **(Year 1)**Use the senses **(Year 1)**Shape Poems **(Year 2)**Riddles **(Year 2)** |

Autumn Term-Topic

|  |  |  |
| --- | --- | --- |
|  | Autumn 1 (Text) | Autumn 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular/Mastery Writing |  |  |

Spring Term- Topic

|  |  |  |
| --- | --- | --- |
|  | Spring 1 (Text) | Spring 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular/Mastery Writing |  |  |

Summer Term-Topic

|  |  |  |
| --- | --- | --- |
|  | Summer 1 (Text) | Summer 2 (Text) |
| Spelling/Handwriting |  |  |
| Narrative |  |  |
| Non-Fiction |  |  |
| Poetry |  |  |
| Cross Curricular/Mastery Writing  |  |  |