

Year R Autumn 1

Milestone LO:

ELG: Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

ELG: Fine Motor Skills: Begin to show accuracy and care when drawing

Development Matters:

Show a preference for a dominant hand (3 and 4 year olds)

Use a comfortable grip with good control when holding pens and pencils (3 and 4 year olds)

Develop their small motor skills so they can use a pencil to draw and write

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • Their own dominant hand is the one in which they prefer to hold a tool. • Marks are lines or symbols made with the indication of showing something. • Marks are used to communicate meaning. • Communication is the act of giving, receiving and sharing information (e.g. talking, writing, listening, reading). • Marks can be made with: pencils, pens, crayons, chalk, paintbrushes in paint etc. (link to art curriculum) • A pencil is something you can hold in your hand. Pencils make marks on paper and other surfaces. A pencil can be used to write or create a drawing. (link to art curriculum) • The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers (link to art curriculum) • Drawings are created when artists/ illustrators use tools to mark paper, or other flat surfaces. (link to art curriculum) • Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. • Letters (graphemes) are symbols on a page that correspond with spoken sounds (phonemes). 	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To hold a pencil using the tripod grip (grip the pencil between our thumb and first two fingers) • To apply the correct amount of pressure in order to: not break the tool, be able to move the tool freely, make enough of a mark and not have an achy hand • To form the pre-writing shapes. These are the fundamental shapes children need to develop before they are able to write. They are made up of the pencil strokes that most letters, numbers and early drawings are comprised of. They are typically mastered in sequential order. These strokes include the following strokes: , —, O, +, /, square, \, X, and Δ. 	<p>Know when...</p> <ul style="list-style-type: none"> • To use which tool. We use pencils or pens to draw and write on paper. We use chalk to make marks outside on concrete or brick. We use crayons/ coloured pencils or pens to colour on paper. We can also use paint to create brighter colours. When we use paint, we often use a paintbrush, but we can also paint with our fingers or other tools, such as a cotton bud. <p>Know why...</p> <ul style="list-style-type: none"> • We make marks. We put our name on our work so everyone knows it belong to us. We draw pictures to show our ideas and thoughts. We label our pictures to show what we have drawn. • Writers write. We write, so that it can be read, either by ourselves (shopping list, diary etc.) or by others (letter, story, information).
<p>Vocabulary</p>	<p>marks – lines of symbols made to show something communicate – giving and receiving information meaning – understanding something drawing – creating pictures by using tools to make paper or other surfaces writing – using symbols (letters of the alphabet, spaces and punctuation) to communicate thoughts, in a readable form letters – (graphemes) are symbols on a page that correspond with spoken sounds (phonemes)</p>	
<p>Enrichment & wider development</p>	<p>Links to art curriculum – illustrator/ artist visit Making playdough – fine motor craft activities</p>	

Year R Autumn 2

Milestone LO:

ELG: Writing: Write recognisable letters, most of which are correctly formed

Development Matters:

Form lowercase letters correctly.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • Their own dominant hand is the one in which they prefer to hold a tool. (revisiting from Autumn 1) • Communication is the act of giving, receiving and sharing information (e.g. talking, writing, listening, reading). (revisiting from Autumn 1) • A pencil is something you can hold in your hand. Pencils make marks on paper and other surfaces. A pencil can be used to write or create a drawing. (revisiting from Autumn 1) • The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers. (revisiting from Autumn 1) • Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. (revisiting from Autumn 1) • Letters (graphemes) are symbols on a page that correspond with spoken sounds (phonemes). (revisiting from Autumn 1) • There are 26 letters of the alphabet. Note to teachers: Until they are in pink RWI group, children do not learn letter names, therefore please refer to the sound the letters of the alphabet typically make. • Children need to know each Set 1 single letter sound and the corresponding lowercase letter (GPCs.) • Sometimes a grapheme can be made of more than one letter (special friends) e.g. 'sh'. At this point in the year, children should know 'sh', 'ch', 'th', 'qu', 'ng' and 'nk'. <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • A word is made up of one or more spoken sounds, in order to communicate meaning. • Words can be spoken or written. • Their name is the word given to identify them. Their name is made up of letters, written in a specific order. 	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To hold a pencil using the tripod grip (grip the pencil between our thumb and first two fingers) (revisiting from Autumn 1) • To apply the correct amount of pressure in order to: not break the tool, be able to move the tool freely, make enough of a mark and not have an achy hand (revisiting from Autumn 1) • To form each pre-cursive lowercase letter (taught in the sequence of RWI – m a s d t i n p g o c k u b f e l r j v y w z q u x.) • To form leading in strokes and leading out strokes (starting every letter on the line, when writing on lined paper or in their writing book). • Only once children can form letters accurately, children should begin to know how to form them an accurate and consistent size, with accurate ascenders and descenders (see Year One, Autumn 1) <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • To hear what sound a word begins with (initial sound) e.g. Mum begins with the 'm' sound. • To choose the correct letter, in order to represent the required initial sound. • To sequence written letters in the order needed to write their name. Children will only be required to write their name at this stage – other words will come later, once blending and segmenting are secure. Note to teachers: capital letters are not taught until Summer 1, however, children will need to know the one capital letter needed for the beginning of their name. 	<p>Know when...</p> <ul style="list-style-type: none"> • To use which tool. We use pencils or pens to draw and write on paper. We use chalk to make marks outside on concrete or brick. We use crayons/ coloured pencils or pens to colour on paper. We can also use paint to create brighter colours. When we use paint, we often use a paintbrush, but we can also paint with our fingers or other tools, such as a cotton bud. (revisiting from Autumn 1) <p>Know why...</p> <ul style="list-style-type: none"> • We write letters. We write letters, to form words, in order to communicate meaning. We put our name on our work so everyone knows it belong to us. We label our pictures to show what we have drawn. • Writers write. We write, so that it can be read, either by ourselves (shopping list, diary etc.) or by others (letter, story, information). (revisiting from Autumn 1)
<p>Vocabulary</p>	<p>writing – using symbols (letters of the alphabet, spaces and punctuation) to communicate thoughts, in a readable form</p> <p>letters – (graphemes) are symbols on a page that correspond with spoken sounds (phonemes)</p> <p>alphabet – a set of letters that we use in order to represent sounds when writing</p> <p>word – when written down, a word is represented by letters, sequenced in the right order, with a space either side</p> <p>sequence – to put something in the right order (in this case, letters to spell your name)</p> <p>initial – when referring to the initial sound, this means the first sound that is heard in a word</p>	
<p>Enrichment & wider development</p>	<p>Signing their name in Christmas cards to deliver to the residents of the care home</p>	

Milestone LO:

ELG: Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Development Matters:

Spell words by identifying the sounds and then writing the sound with letter/s.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> Communication is the act of giving, receiving and sharing information (e.g. talking, writing, listening, reading). (revisiting from Autumn 1 and 2) The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers. (revisiting from Autumn 1 and 2) Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. (revisiting from Autumn 1 and 2) Letters (graphemes) are symbols on a page that correspond with spoken sounds (phonemes). (revisiting from Autumn 1 and 2) There are 26 letters of the alphabet. Note to teachers: Until they are in pink RWI group, children do not learn letter names, therefore please refer to the sound the letters of the alphabet typically make (revisiting from Autumn 2) Children need to know each Set 1 single letter sound and the corresponding lowercase letter (GPCs.) (revisiting from Autumn 2) Sometimes a grapheme can be made of more than one letter (special friends) e.g. 'sh'. At this point in the year, children should know 'sh', 'ch', 'th', 'qu', 'ng' and 'nk'. (revisiting from Autumn 2) <p><u>Spelling:</u></p> <ul style="list-style-type: none"> A word is made up of one or more spoken sounds, in order to communicate meaning. (revisiting from Autumn 2) Words can be spoken or written. (revisiting from Autumn 2) Their name is the word given to identify them. (revisiting from Autumn 2) Much like our names, written letters can be sequenced in order to write written words. In the English language, we sequence letters and words from left to right and we write from the top of the page to the bottom of the page. The purpose of written words, is that they can be read by: identifying the sounds in them, and blending them together to decode the word. We need to do this, so we can make meaning, by understanding what the word says. The opposite of blending to read, is called segmenting. This is when we break a word into sounds, which can then be written as letters. This helps us spell words. To spell means to write or name the letters/sounds that form a word in the correct sequence (order). 	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> To hold a pencil using the tripod grip (grip the pencil between our thumb and first two fingers) (revisiting from Autumn 1 and 2) To apply the correct amount of pressure in order to: not break the tool, be able to move the tool freely, make enough of a mark and not have an achy hand (revisiting from Autumn 1 and 2) To form each pre-cursive lowercase letter (taught in the sequence of RWI – m a s d t i n p g o c k u b f e l r j v y w z q u x.) (Revisit Autumn 2) To form leading in strokes and leading out strokes (starting every letter on the line, when writing on lined paper or in their writing book). (revisiting from Autumn 2) Only once children can form letters accurately, children should begin to know how to form them an accurate and consistent size, with accurate ascenders and descenders (see Year One, Autumn 1) <p><u>Spelling:</u></p> <ul style="list-style-type: none"> To hear what sound a word begins with (initial sound) e.g. Mum begins with the 'm' sound. (revisiting from Autumn 2) To choose the correct letter, in order to represent the required initial sound. (revisiting from Autumn 2) To hear what sound a word ends with (end sound) e.g. dog ends with the 'g' sound. To choose the correct letter, in order to represent the required end sound. To hear the middle sound(s) and choose the correct letter(s) to write middle sounds. To sequence written letters to spell VC words (e.g. at, am, an, in, it, on) To sequence written letters to spell CVC words (e.g. dad, man, had, bag, leg, pen, pin, lip, hop, pot, mum, sun) Once children can spell and write CVC words, they should use the digraphs they have learned to write words (e.g. chip, shop, fish, ring, think) Some children might be challenged to write CVCC words (e.g. help, milk, sand, went) Some children might be challenged to write CCVC words (e.g. skip, flop, clip, trip) To sequence written letters in the order needed to write their name. Note to teachers: capital letters are not taught until Summer 1, however, children will need to know the one capital letter needed for the beginning of their name. (revisiting from Autumn 2). 	<p>Know when...</p> <ul style="list-style-type: none"> We write letters. We write letters when we have identified that they represent a spoken sound needed in order to spell, by writing, a word. We write words. We write words when we need to communicate meaning (e.g. when we need to label something). <p>Know why...</p> <ul style="list-style-type: none"> We spell words. We spell and write words, in order to communicate meaning to ourselves or others (e.g. labelling pictures). Writers write. We write, so that it can be read, either by ourselves (shopping list, diary etc.) or by others (letter, story, information). (revisiting from Autumn 1 and 2)
<p>Vocabulary</p>	<p>word – when written down, a word is represented by letters, sequenced in the right order, with a space either side</p> <p>sequence – to put something in the right order (in this case, letters to spell your name)</p> <p>initial – when referring to the initial sound, this means the first sound that is heard in a word</p> <p>end – when referring to the end sound, this means the last sound that is heard in a word</p> <p>middle – when referring to the middle sound, this means the vowel sound in the middle of a CVC word</p>	
<p>Enrichment & wider development</p>	<p>Writing labels for children's work and for areas within their own classroom/ outdoor area – visit from pre-school children (FIS children to act as tour guides, showing others around their environment)</p>	

Milestone LO:

ELG: Writing: Write simple phrases that can be read by others.

Development Matters:

Write phrases with words with known sound-letter correspondences.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. (revisiting from Autumn 1, 2 and Spring 1) • Letters (graphemes) are symbols on a page that correspond with spoken sounds (phonemes). (revisiting from Autumn 1, 2 and Spring 1) • There are 26 letters of the alphabet. Note to teachers: Until they are in pink RWI group, children do not learn letter names, therefore please refer to the sound the letters of the alphabet typically make (revisiting from Autumn 2 and Spring 1) • Children need to know each Set 1 single letter sound and the corresponding lowercase letter (GPCs.) (revisiting from Autumn 2 and Spring 1) • Sometimes a grapheme can be made of more than one letter (special friends) e.g. 'sh'. At this point in the year, children should know 'sh', 'ch', 'th', 'qu', 'ng' and 'nk'. They will also be learning 'ck' and double consonant letters e.g. ll, tt etc. <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • A word is made up of one or more spoken sounds, in order to communicate meaning. (revisiting from Autumn 2 and Spring 1) • Words can be spoken or written. (revisiting from Autumn 2 and Spring 1) • Written letters can be sequenced in order to write written words. (revisiting from Spring 1) • In the English language, we sequence letters and words from left to right and we write from the top of the page to the bottom of the page. (revisiting from Spring 1) • The purpose of written words, is that they can be read by: identifying the sounds in them, and blending them together to decode the word. (revisiting from Spring 1) • We need to do this, so we can make meaning, by understanding what the word says. (revisiting from Spring 1) • The opposite of blending to read, is called segmenting. This is when we break a word into sounds, which can then be written as letters. This helps us spell words. (revisiting from Spring 1) • To spell means to write or name the letters/sounds that form a word in the correct sequence (order). (revisiting from Spring 1) <p><u>Composition/Grammar:</u></p> <ul style="list-style-type: none"> • A phrase is when we put some words together in a way that makes sense. Note for teachers: A phrase is a group of words which are grammatically linked (e.g. a red apple). Unlike a full sentence, phrases do not need to contain a subject and verb. • When we write a phrase, we leave little gaps/spaces (sometimes called finger spaces, because they are about the size of our fingers) between each word. It is important that the spaces are between the words and not between letters. Finger spaces should be about the same size as one of our letters. • Words can be categorised by different word classes (types of words – depending on what job they do). • A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. • An adjective (blue) is a word that describes a noun (tells us more information about the noun). See examples on colour-coded grammar posters. 	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To form each pre-cursive lowercase letter (taught in the sequence of RWI – m a s d t i n p g o c k u b f e l r j v y w z q u x.) (Revisit Autumn 2 and Spring 1) • To form leading in strokes and leading out strokes (starting every letter on the line, when writing on lined paper or in their writing book). (revisiting from Autumn 2 and Spring 1) • Only once children can form letters accurately, children should begin to know how to form them an accurate and consistent size, with accurate ascenders and descenders (see Year One, Autumn 1) <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • To hear what sound a word begins with (initial sound) e.g. Mum begins with the 'm' sound. (revisiting from Autumn 2 and Spring 1) • To choose the correct letter, in order to represent the required initial sound. (revisiting from Autumn 2 and Spring 1) • To hear what sound a word ends with (end sound) e.g. dog ends with the 'g' sound. (revisiting from Spring 1) • To choose the correct letter, in order to represent the required end sound. (revisiting from Spring 1) • To hear the middle sound(s) and choose the correct letter(s) to write middle sounds. (revisiting from Spring 1) • To sequence written letters to spell VC words (e.g. at, am, an, in, it, on) (revisiting from Spring 1) • To sequence written letters to spell CVC words (e.g. dad, man, had, bag, leg, pen, pin, lip, hop, pot, mum, sun) (revisiting from Spring 1) • Once children can spell and write CVC words, they should use the digraphs they have learned to write words (e.g. chip, shop, fish, ring, think) (revisiting from Spring 1) • Some children might be challenged to write CVCC words (e.g. help, milk, sand, went) (revisiting from Spring 1) • Some children might be challenged to write CCVC words (e.g. skip, flop, clip, trip) (revisiting from Spring 1) <p><u>Composition/Grammar:</u></p> <ul style="list-style-type: none"> • To verbalise a phrase and write it down by: using the disciplinary knowledge above in order to write words and leaving spaces between words. • To leave spaces between words that reflect the size of their lowercase letters. • To use adjectives to describe nouns in simple phrases. 	<p>Know when...</p> <ul style="list-style-type: none"> • We write words. We write words when we need to communicate meaning (e.g. when we need to label something). (revisiting from Spring 1) • We write phrases. We write phrases when we want to give more detail than we could with a word or label. • We use adjectives. We use adjectives when we want to describe something (a noun) or give more detail. <p>Know why...</p> <ul style="list-style-type: none"> • Writers write. We write, so that it can be read, either by ourselves (shopping list, diary etc.) or by others (letter, story, information). (revisiting from Autumn 1, 2 and Spring 1) • We write phrases. We write phrases because they give a bit more detail than just writing words or labels. They can provide more information for the reader. • We use adjectives. We use adjectives because they can make our writing more interesting.
<p>Vocabulary</p>	<p>caption – a title or brief explanation of something e.g. the words printed underneath a picture phrase – a small group of words that are grammatically linked adjective – a word that describes a noun and gives us more information about it noun – a person, place or thing (nouns tell us who, what or where)</p>	
<p>Enrichment & wider development</p>	<p>World Book Day – creative writing competition</p>	

Year R Summer 1

Milestone LO:

ELG: Writing: Write recognisable *capital* letters, most of which are correctly formed.

Development Matters:

Form capital letters correctly.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers. (revisiting from Autumn 1 and 2) Letters (graphemes) are symbols on a page that correspond with spoken sounds (phonemes). (revisiting from Autumn 1, 2 and Spring 1 and 2) There are 26 letters of the alphabet. Note to teachers: Until they are in pink RWI group, children do not learn letter names, therefore please refer to the sound the letters of the alphabet typically make (revisiting from Autumn 2 and Spring 1 and 2) Each letter of the alphabet can be written using a lowercase letter (the precursive letters that you have been taught to use), or a capital letter. A capital letter is a different way of writing each letter of the alphabet. There are 26 capital letters because each lowercase letter has one corresponding capital letter that makes the same sound. Note to teachers: Reminder that the children will not know the letter names until they are in pink group. For children who are not in pink group use terminology such as: 'This letter makes the /a/ sound. When we form it, the lowercase letter looks like this... the corresponding capital letter looks like this...' <p><u>Grammar/Punctuation:</u></p> <ul style="list-style-type: none"> Words can be categorised by different word classes (types of words – depending on what job they do). (revisiting from Spring 2) A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. (revisiting from Spring 2) A proper noun (orange) is a specific person, place or thing – see examples on colour-coded grammar posters. Proper nouns always begin with capital letters. (Despite not learning capital letters until now, most children will already know the capital letter for the beginning of their name). Capital letters are usually only used at the start of words (proper nouns for example). We do not use capital letters in the middle of words. A pronoun takes the place of a noun e.g. he, she. When we talk about ourselves, we use a personal pronoun 'I'. When we use 'I', it is always a capital letter. 	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> To hold a pencil using the tripod grip (grip the pencil between our thumb and first two fingers) (revisiting from Autumn 1, 2 and Spring 1) To apply the correct amount of pressure in order to: not break the tool, be able to move the tool freely, make enough of a mark and not have an achy hand (revisiting from Autumn 1, 2 and Spring 1) To form each pre-cursive lowercase letter (taught in the sequence of RWI – m a s d t i n p g o c k u b f e l r j v y w z q u x.) (Revisit Autumn 2 and Spring 1 and 2) To form leading in strokes and leading out strokes (starting every letter on the line, when writing on lined paper or in their writing book). (revisiting from Autumn 2 and Spring 1 and 2) Only once children can form letters accurately, children should begin to know how to form them an accurate and consistent size, with accurate ascenders and descenders (see Year One, Autumn 1) To form the correct capital letter for each of the 26 letters of the alphabet. To form capital letters larger than lowercase letters – they should be the height of ascenders (see Year One, Autumn 1). To use the correct capital letter to correspond to the lowercase letter they know. Whilst children are learning, they may be supported by a letter line showing corresponding capital and lowercase letters. To use the capital letter required for GPCs known. <p><u>Grammar/Punctuation:</u></p> <ul style="list-style-type: none"> To use a capital letter at the start of the word, when writing proper nouns. To use a capital letter to write the red word 'I' as a personal pronoun. 	<p>Know when...</p> <ul style="list-style-type: none"> We use capital letters. We use capital letters for the first letter when we write proper nouns, or for the first-person pronoun 'I'. If the word begins with a special friend, we only write the first letter as a capital, not the whole digraph. Note to teachers: Next half term, children learn about sentences and will then learn what a sentence is. There is no expectation for children to be writing full sentences this half term, however, when you are writing, you can model that sentences begin with capital letters, as some children might be ready for this, and it is important we do not hold back those who may already understand this. <p>Know why...</p> <ul style="list-style-type: none"> We use capital letters. We use capital letters for the first letter of proper nouns and for the first-person pronoun 'I' because it shows importance.
Vocabulary	capital letter – a different way of forming and writing each letter proper noun – a specific person, place or thing – these start with capital letters pronoun – takes the place of a noun e.g. he, she, I. When we use 'I', it is always a capital letter	
Enrichment & wider development	Children creating and writing registers for Forest Schools – capitalisation of first letter of names	

Year R Summer 2

Milestone LO:

ELG: Writing: Write simple phrases and sentences that can be read by others.

Development Matters:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. (revisiting from Autumn 1, 2 and Spring 1 and 2) Each letter of the alphabet can be written using a lowercase letter (the pre-cursive letters that you have been taught to use), or a capital letter. (revisiting from Summer 1) A capital letter is a different way of writing each letter of the alphabet. There are 26 capital letters because each lowercase letter has one corresponding capital letter that makes the same sound. (revisiting from Summer 1) Note to teachers: Reminder that the children will not know the letter names until they are in pink group. For children who are not in pink group use terminology such as: 'This letter makes the /a/ sound. When we form it, the lowercase letter looks like this... the corresponding capital letter looks like this...' (revisiting from Summer 1) <p><u>Spelling:</u></p> <ul style="list-style-type: none"> We sequence letters to write words. To spell means to write or name the letters/sounds that form a word in the correct sequence (order). (revisiting from Spring 1 and 2) In the English language, we sequence letters and words from left to right and we write from the top of the page to the bottom of the page. (revisiting from Spring 1 and 2) <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Words can be categorised by different word classes (types of words – depending on what job they do). (revisiting from Spring 2) A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. (revisiting from Spring 2) An adjective (blue) is a word that describes a noun (tells us more information about the noun). See examples on colour-coded grammar posters. (revisiting from Spring 2) A proper noun (orange) is a specific person, place or thing – see examples on colour-coded grammar posters. (revisiting from Summer 1) Proper nouns always begin with capital letters. (revisiting from Summer 1) A pronoun takes the place of a noun e.g. he, she. When we talk about ourselves, we use a personal pronoun 'I'. When we use 'I', it is always a capital letter. (revisiting from Summer 1) A phrase is when we put some words together in a way that makes sense. Note for teachers: A phrase is a group of words which are grammatically linked (e.g. a red apple). Unlike a full sentence, phrases do not need to contain a subject and verb. (revisiting from Spring 2) When we write a phrase, we leave little gaps/spaces (sometimes called finger spaces, because they are about the size of our fingers) between each word. It is important that the spaces are between the words and not between letters. Finger spaces should be about the same size as one of our letters. (revisiting from Spring 2) Capital letters are usually only used at the start of words (proper nouns for example). We do not use capital letters in the middle of words. (revisiting from Summer 1) A sentence is a group of words usually containing a verb which expresses a full thought. A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. Sentences can come in different forms. At the moment, we will learn to write a type of sentence called a statement. 	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> To form each pre-cursive lowercase letter (taught in the sequence of RW1 – m a s d t i n p g o c k u b f e l r j v y z q u x.) (Revisit Autumn 2 and Spring 1 and 2) To form leading in strokes and leading out strokes (starting every letter on the line, when writing on lined paper or in their writing book). (revisiting from Autumn 2 and Spring 1 and 2) Only once children can form letters accurately, children should begin to know how to form them an accurate and consistent size, with accurate ascenders and descenders (see Year One, Autumn 1) To form the correct capital letter for each of the 26 letters of the alphabet. (revisiting from Summer 1) To form capital letters larger than lowercase letters – they should be the height of ascenders (see Year One, Autumn 1). To use the correct capital letter to correspond to the lowercase letter they know. (revisiting from Summer 1) To use the capital letter required for GPCs known. (revisiting from Summer 1) To use a capital letter at the start of the word, when writing proper nouns. (revisiting from Summer 1) To use a capital letter to write the red word 'I' as a personal pronoun. (revisiting from Summer 1) <p><u>Spelling:</u></p> <ul style="list-style-type: none"> To spell words containing the GPCs taught so far, sequencing letters in order to write them down. (revisiting from Spring 2) <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> To verbalise a phrase or sentence (simple statement at this stage) and write it down by: using the disciplinary knowledge above in order to write words and leaving spaces between words. To use a capital letter at the beginning of each sentence. To leave spaces between words that reflect the size of their lowercase letters. To use a full stop (small dot, on the line) at the end of each sentence. If children begin sequencing simple sentences, they need to know how to identify and punctuate (with a full stop) the sentence boundaries accurately. To re-read their sentences to check they make sense. 	<p>Know when...</p> <ul style="list-style-type: none"> We write phrases. We write phrases when we want to give more detail than we could with a word or label. (revisiting from Spring 2) We write sentences. We write sentences when we wish to express a full thought or idea, that can be read by ourselves or someone else. We use adjectives. We use adjectives when we want to describe something (a noun) or give more detail. (revisiting from Spring 2) We use capital letters. We use capital letters for the first letter when we write proper nouns, or for the first-person pronoun 'I'. If the word begins with a special friend, we only write the first letter as a capital, not the whole digraph. We also use capital letters when we are starting a new sentence. We use a full stop. We use a full stop at the end of a sentence. <p>Know why...</p> <ul style="list-style-type: none"> Writers write. We write, so that it can be read, either by ourselves (shopping list, diary etc.) or by others (letter, story, information). (revisiting from Autumn 1, 2 and Spring 1 and 2) We write phrases. We write phrases because they give a bit more detail than just writing words or labels. They can provide more information for the reader. (revisiting from Spring 2) We write sentences. We write sentences to express a full thought or idea and communicate it to the reader. We use adjectives. We use adjectives because they can make our writing more interesting. (revisiting from Spring 2)

<ul style="list-style-type: none"> • Statements are sentences that tell someone something, or give information to the reader. • There are other types of sentence such as questions, commands and exclamations. You will learn more about these in Year One and Two. Note to teachers: children might verbalise questions, in which case, there is no harm in letting them write questions, however, don't worry about the question mark until it has been taught. Children may also naturally use some conjunctions in their statements, however, because these are not taught until Year One, focus on modelling simple sentences, expressing one idea, with a clear sentence boundary (full stop) before the next sentence. Sentence boundaries need to be secure, prior to conjunctions being taught. <p>Punctuation:</p> <ul style="list-style-type: none"> • To show that a sentence is beginning, we start the first word with a capital letter. It doesn't matter what the first word is, it always begins with one capital letter. • As we learned with phrases, sentences need finger spaces (gaps between each word, that represent the size of individual letters). • To show that it is the end of a sentence we punctuate it with a full stop. A full stop is a dot that sits on the line, used to show that a full idea has been expressed. We use this as a sentence boundary, before writing our next sentence. 		
Vocabulary	<p>sentence - a group of words usually containing a verb which expresses a full thought.</p> <p>verb - a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done</p> <p>statement – a type of sentence that tells someone something, or gives information to the reader</p> <p>full stop – a piece of punctuation (end mark) that shows the end of a sentence – is looks like a dot, that sits on the line</p>	
Enrichment & wider development	<p>Thank you cards for teachers</p> <p>Fairy tale day</p>	



Year 1 Autumn 1

Milestone LO:

Transcription:

- Name the letters of the alphabet in order
- Spell the days of the week
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these
- Form capital letters

Vocabulary, grammar and punctuation:

- Leaving spaces between words
- Beginning to punctuate sentences using a capital letter and a full stop
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting (lowercase):</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • The correct way to sit at a table is with our hips, knees and ankles at 90 degrees (right angles – like the corner of a square). The chair should be tucked under the table and our feet should rest on the floor. • The correct way to hold a pencil is using the tripod grip. To do this, we grip the pencil between our thumb and first two fingers, using our dominant hand. (Revisiting from Year R, Autumn 1) • We can hold our paper or book still with our other hand. • There are 26 letters in the alphabet and each has a given name. (Children in pink group and above, will have learned this, but others will not yet be familiar with letter names). • The letters in the alphabet are in a specific order (a, b, c, d etc.) • Letters can be written as lowercase or capital letters. (Revisiting from Year R) • When we write lowercase letters, we use a pre-cursive script (revisiting from Year R, Autumn 2), until we are ready to join letters (this will be different for different children and is to be determined by the teacher – children do not need to join in Year One.) • Letters belong to different handwriting families. • Handwriting families are groups of letters which are formed in the same way: (c family): c, a, d, g, q, o, s, e, f (l family): l, t, i, j, u, y (r family): r, n, m, h, b, k, p (z family): z, v, w, x • Every lowercase letter starts with your pencil on the line. • Most lowercase letters end with your pencil on the line. This is important because when you begin joining your letters, you will end up in the right place, ready to start the next letter. • Some lowercase letters don't end on the line. These are: o, r, v and w. • Letters in the 'c' family are formed by a lead-in, then a clockwise curl, followed by an anticlockwise curl back along the same line (exceptions: e and f) • Letters in the 'l' family are formed by a lead-in, then an upward stroke, followed by a downward stroke on the same line. • Letters in the 'r' family are formed by a lead-in and then by using the motion 'up, down, up, over' (like a robot). • Letters in the 'z' family are formed when a zigzag follows a lead-in. • All lowercase letters should be formed the same size and all must be positioned on the line. • Letters with ascenders are formed taller than other letters. These are d, f, l, t, h, b and k. • Letters with descenders should be formed on the line, with their descender going beneath the line. These are: g, q, f, j, y and p. <p><u>Handwriting (capital letters):</u></p> <ul style="list-style-type: none"> • Each letter of the alphabet can be written using a lowercase letter or a capital letter. (Revisiting from Year R, Summer 1) • A capital letter is a different way of writing each letter of the alphabet. There are 26 capital letters because each lowercase letter has one corresponding capital letter that makes the same sound. (Revisiting from Year R, Summer 1) <p><u>Grammar and punctuation:</u></p>	<p><u>Handwriting:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To sit on a chair with both feet resting on the floor. • To tuck the chair under the table. • To hold a pencil using the tripod grip (grip the pencil between our thumb and first two fingers) (Revisiting from Year R, Autumn 1) • To apply the correct amount of pressure in order to: not break the pencil, be able to move the pencil freely, make enough of a mark and not have an achy hand (Revisiting from Year R, Autumn 1) • To say the names of the letters in the alphabet in order initially. • To identify letters of the alphabet when shown out of order. This is important, because children will be able to use this knowledge when discussing alternative GPCs. • To form all pre-cursive lowercase letters (revisiting from Year R, Autumn 2) in the correct direction, positioned on the line and of the correct size and orientation (accurate use of ascenders and descenders). <p><u>Handwriting (capital letters):</u></p> <ul style="list-style-type: none"> • To form the correct capital letter for each of the 26 letters of the alphabet. (Revisiting from Year R Summer 1 and 2) • To form capital letters larger than lowercase letters – they should be the height of ascenders. (Revisiting from Year R Summer 1 and 2) 	<p>Know when...</p> <ul style="list-style-type: none"> • We write sentences. We write sentences when we wish to express a full thought or idea, that can be read by ourselves or someone else. (Revisiting from Year R, Summer 2) • We use capital letters. We use capital letters for the first letter when we begin a new sentence, write proper nouns, or for the first-person pronoun 'I'. If the word begins with a special friend, we only write the first letter as a capital, not the whole digraph. (Revisiting from Year R, Summer 2) We also use capital letters for the first letter when we write a day of the week. • We use a full stop. We use a full stop at the end of a sentence. (Revisiting from Year R, Summer 2) <p>Know why...</p> <ul style="list-style-type: none"> • Writers write. We write, so that it can be read, either by ourselves (shopping list, diary etc.) or by others (letter, story, information). (revisiting from Year R Autumn 1, 2 and Spring 1 and 2 and Summer 2) • We write sentences. We write sentences to express a full thought or idea and communicate it to the reader.

<ul style="list-style-type: none"> Words can be categorised by different word classes (types of words – depending on what job they do). (Revisiting from Year R, Spring 2 and Summer 1) A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. (Revisiting from Year R, Spring 2 and Summer 1) A proper noun (orange) is a specific person, place or thing – see examples on colour-coded grammar posters. (Revisiting from Year R, Summer 1) Proper nouns always begin with capital letters. (Revisiting from Year R, Summer 1) A pronoun takes the place of a noun e.g. he, she. When we talk about ourselves, we use a personal pronoun 'I'. When we use 'I', it is always a capital letter. (Revisiting from Year R, Summer 1) <p><u>Transcription:</u></p> <ul style="list-style-type: none"> There are seven days in a week. Each day has a given name. The days of the week have an order (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) Days of the week are proper nouns and so must begin with a capital letter. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> A sentence is a group of words usually containing a verb which expresses a full thought. (Revisiting from Year R, Summer 2) A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2) Sentences can come in different forms. At the moment, we will learn to write a type of sentence called a statement. (Revisiting from Year R, Summer 2) Statements are sentences that tell someone something, or give information to the reader. (Revisiting from Year R, Summer 2) There are other types of sentence such as questions, commands and exclamations. You will learn more about these in Spring 2. Note to teachers: children might verbalise questions, in which case, there is no harm in letting them write questions, however, don't worry about the question mark until it has been taught. Children may also naturally use some conjunctions in their statements, however, because these are not taught until Spring 1, focus on modelling simple sentences, expressing one idea, with a clear sentence boundary (full stop) before the next sentence. Sentence boundaries need to be secure, prior to conjunctions being taught. (Revisiting from Year R, Summer 2) <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> To show that a sentence is beginning, we start the first word with a capital letter. It doesn't matter what the first word is, it always begins with one capital letter. (Revisiting from Year R, Summer 2) Sentences need finger spaces (gaps between each word, that represent the size of individual letters). (Revisiting from Year R, Summer 2) To show that it is the end of a sentence we punctuate it with a full stop. A full stop is a dot that sits on the line, used to show that a full idea has been expressed. We use this as a sentence boundary, before writing our next sentence. (Revisiting from Year R, Summer 2) <p><u>Transcription:</u></p> <ul style="list-style-type: none"> Common exception words ('red' words or tricky words) are words that appear frequently, but are more difficult to sound out, due to containing unusual GPCs or sounds that the children have not yet been taught. 	<ul style="list-style-type: none"> To use the correct capital letter to correspond to the lowercase letter they know. (Revisiting from Year R Summer 1 and 2) <p><u>Grammar and punctuation:</u></p> <ul style="list-style-type: none"> To use the capital letter required for GPCs known. (Revisiting from Year R Summer 1 and 2) To use a capital letter at the start of the word, when writing proper nouns and the personal pronoun 'I' and to use a capital letter at the start of a sentence. (Revisiting from Year R Summer 1 and 2) <p><u>Transcription:</u></p> <ul style="list-style-type: none"> To sequence written letters from left to right to spell the days of the week, beginning with a capital letter (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday). To spell words containing the GPCs taught so far by segmenting sounds and sequencing letters from left to right in order to write them down. (Revisiting from Year R, Spring 2 and Summer 2) To spell common exception words taught so far (taught through RWI and spelling curriculum). <p><u>Composition (Grammar and Punctuation):</u></p> <ul style="list-style-type: none"> To listen to adults and 'hold' a dictated sentence in their minds, remember it and write it down. (Revisiting from Year R, RWI) To verbalise their own simple sentences, remember them and write them down. (Revisiting from Year R, Summer 2) To use spaces between words that reflect the size of their letters. (Revisiting from Year R, Summer 2) To use a capital letter at the beginning of each sentence. (Revisiting from Year R, Summer 2) To use a full stop (small dot, on the line) at the end of each sentence. (Revisiting from Year R, Summer 2) If children begin sequencing simple sentences, they need to know how to identify and punctuate (with a full stop) the sentence boundaries accurately. (Revisiting from Year R, Summer 2) To re-read their sentences to check they make sense. (Revisiting from Year R, Summer 2) 	<p>(Revisiting from Year R, Summer 2)</p> <p><u>Context for writing:</u></p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Write simple sentences, using adjectives to describe.
<p>Vocabulary</p>	<p>Revisit Year R Vocabulary, in addition to the following new vocabulary: handwriting families - groups of letters which are formed in the same way ascenders – a part of certain letters that extends higher than other letters descenders – a part of certain letters that should be positioned below the line common exception words – words that are commonly used, but don't follow typical spelling or phonics patterns taught so far</p>	
<p>Enrichment & wider development</p>	<p>Creative writing afternoon</p>	
<p style="text-align: center;">Year 1 Autumn 2</p>		

Milestone LO:

Composition:

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils (using correct grammatical terminology)

Read aloud their writing clearly enough to be heard by their peers and the teacher

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Grammar:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • A sentence is a group of words usually containing a verb which expresses a full thought. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • Sentences can come in different forms. At the moment, we will learn to write a type of sentence called a statement. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • Statements are sentences that tell someone something, or give information to the reader. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • There are other types of sentence such as questions, commands and exclamations. You will learn more about these in Spring 2. Note to teachers: children might verbalise questions, in which case, there is no harm in letting them write questions, however, don't worry about the question mark until it has been taught. Children may also naturally use some conjunctions in their statements, however, because these are not taught until Spring 1, focus on modelling simple sentences, expressing one idea, with a clear sentence boundary (full stop) before the next sentence. Sentence boundaries need to be secure, prior to conjunctions being taught. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • To show that a sentence is beginning, we start the first word with a capital letter. It doesn't matter what the first word is, it always begins with one capital letter. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • Sentences need finger spaces (gaps between each word, that represent the size of individual letters). (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • To show that it is the end of a sentence we punctuate it with a full stop. A full stop is a dot that sits on the line, used to show that a full idea has been expressed. We use this as a sentence boundary, before writing our next sentence. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • When sequencing sentences, sentence boundaries (punctuated with full stops and capital letters) are essential in ensuring our writing is easy to read and meaning can be communicated. <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Sentences need to be sequenced in order to produce pieces of writing that serve a specific purpose e.g. a story, to entertain. • To sequence sentences when writing a narrative, we can use time conjunctions e.g. First, next, then, after that... • A time conjunction is used to connect an action to a time. We will learn more about conjunctions in Spring 1. • To sequence sentences when writing about a person/character, we can replace proper nouns with pronouns. • A proper noun (orange) is a specific person, place or thing – see examples on colour-coded grammar posters. (Revisiting from Year R, Summer 1 and Year 1, Autumn 1) • A pronoun takes the place of a noun e.g. he, she. When we talk about ourselves, we use a personal pronoun 'I'. When we use 'I', it is always a capital letter. (Revisiting from Year R, Summer 1 and Year 1, Autumn 1) 	<p><u>Composition (grammar and punctuation):</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To verbalise their own simple sentences, remember them and write them down. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • To use spaces between words that reflect the size of their letters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • To use a capital letter at the beginning of each sentence. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • To use a full stop (small dot, on the line) at the end of each sentence. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1) • To say out loud what they are going to write about and compose each sentence orally before writing it down. • To sequence sentences by using time conjunctions. • To sequence sentences by using a mixture of proper nouns and pronouns. • To identify and punctuate (with a full stop) all sentence boundaries accurately. • To re-read sequenced sentences to check that each individual sentence makes sense and that full stops have been used to punctuate sentence boundaries accurately. • To discuss their writing with the teacher or with other pupils, using correct grammatical terminology (noun, proper noun, pronoun, adjective, verb, time conjunction etc.) • To apply their reading knowledge to read their writing clearly enough to be heard by their peers and the teacher. 	<p>Know when...</p> <ul style="list-style-type: none"> • To use a full stop. We use a full stop at the end of every sentence. When we have written a full sentence, expressing one idea or thought, we must use a full stop to punctuate the sentence boundary, before writing our next thought or idea. <p>Know why...</p> <ul style="list-style-type: none"> • We sequence sentences to write narratives. We sequence sentences to write narratives to entertain others. Authors write stories for an audience (the reader(s)/listener(s)) because they want them to enjoy it. <p><u>Context:</u> The children will write a Christmas (or winter) story to entertain the children in Year R.</p> <ul style="list-style-type: none"> • Form: Short story • Audience: Children in Year R • Purpose: To entertain <p><u>Additional Substantive Knowledge for form:</u></p> <ul style="list-style-type: none"> • A story is a recount of events, either fictional or real, retold to entertain. • Our story will be fictional. Fiction refers to something written using the author's imagination, rather than reality. • A story needs characters, a setting, a plot, a theme and often a problem or conflict. • A character is a person, animal or creature that features in a story. • A setting is place where the story takes place. • Plot refers to the main events that happen in a story. • A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). • Often, particularly in children's stories, problems are solved (resolution) and there is a happy ending. • Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative.
<p>Vocabulary</p>	<p>Sentence boundaries – where one sentence ends and the next sentence begins Time conjunctions – words that show when something happened – e.g. first, next, then, after that... Story (fictional) – a recount of made up events, usually written for the purpose of entertaining Author – the person who writes the story Character – a person, animal or creature that features in a story Setting – a place where the story takes place Plot – the main events that happen in a story</p>	
<p>Enrichment & wider development</p>	<p>Sharing stories with children in Year R</p>	

Milestone LO:

Vocabulary, grammar and punctuation:
Joining words and joining clauses using and

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Grammar:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> A sentence is a group of words usually containing a verb which expresses a full thought. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2) A clause is a group of words that includes a subject and verb. A subject is a person or thing that is doing the action. A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2) A simple sentence is a sentence that only contains one clause. Within a simple sentence, 'and' can be used to join words, within one clause e.g. I like melon and grapes. 'and' can be used to join nouns (including proper nouns), verbs or adjectives. A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. (Revisiting from Year R, Spring 2 and Summer 1 and Year 1, Autumn 1) A proper noun (orange) is a specific person, place or thing – see examples on colour-coded grammar posters. (Revisiting from Year R, Summer 1, Year 1 Autumn 1 and Year 1 Autumn 2). An adjective (blue) is a word that describes a noun (tells us more information about the noun). See examples on colour-coded grammar posters. (revisiting from Year R Spring 2 and Summer 2) When we list nouns, verbs or adjectives, we only use 'and' to separate the last two in the list. Note for teachers: commas in a list are not taught until Year Two and therefore should not be taught at this time, however, if there are any children who are showing that they are on track for GDS and require further challenge in this objective, they could be introduced to commas. A compound sentence is a sentence that is made up of two independent clauses (clauses that make sense on their own). In a compound sentence 'and' can be used as a coordinating conjunction (pink word) to join these clauses together. See examples on colour-coded grammar poster. Note to teachers: In Year One, children only need to know the conjunction 'and', however, some might naturally use 'but' or even the subordinating conjunction 'because', there is no harm in them using these, if they can do so accurately. A conjunction (pink) is used to join clauses together – see colour-coded grammar poster. When sequencing sentences (whether simple or compound), sentence boundaries (punctuated with full stops and capital letters) are essential in ensuring our writing is easy to read and meaning can be communicated. (Revisiting from Autumn 2) 	<p><u>Composition:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> To listen to adults and 'hold' a dictated sentence in their minds, remember it and write it down. (Revisiting from Year R, RWI and Autumn 1) To verbalise their own simple sentences (using and to join words), remember them and write them down. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> To use 'and' to join two words (nouns, verbs or adjectives). To use 'and' before the last in a list of nouns, verbs or adjectives. To write compound sentences, using 'and' as a coordinating conjunction, to join two independent clauses. To sequence simple and compound sentences, effectively, choosing which type of sentence to use. <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> To identify and punctuate (with a full stop) all sentence boundaries accurately. (Revisiting from Autumn 2) To re-read sequenced sentences to check that each individual sentence makes sense and that full stops have been used to punctuate sentence boundaries accurately. (Revisiting from Autumn 2) <p><u>Composition:</u></p> <ul style="list-style-type: none"> To discuss their writing with the teacher or with other pupils, using correct grammatical terminology (noun, proper noun, pronoun, adjective, verb, conjunction etc.) (Revisiting from Autumn 2) To apply their reading knowledge to read their writing clearly enough to be heard by their peers and the teacher. (Revisiting from Autumn 2) 	<p>Know when...</p> <ul style="list-style-type: none"> To use simple sentences. Sometimes writers use simple sentences when they want to be direct about their meaning, or make a clear point. To use compound sentences. Sometimes writers use compound sentences, using the conjunction 'and' when they wish to give more detail or information. <p>Know why...</p> <ul style="list-style-type: none"> Writers might choose to use simple sentences when they want to be direct about their meaning, or make a clear point. Writers might choose to use compound sentences, using the conjunction 'and' when they wish to give more detail or information. <p><u>Contexts:</u></p> <p>The children will write a 'school trip gone wrong' story to entertain their friends.</p> <ul style="list-style-type: none"> Form: Short story Audience: Their friends in their class Purpose: To entertain <p>The children will write a recount of a trip/experience to retell events.</p> <ul style="list-style-type: none"> Form: Recount Audience: Parents/carers Purpose: To retell <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Story:</u></p> <ul style="list-style-type: none"> A story is a recount of events, either fictional or real, retold to entertain. (Revisiting from Autumn 2) Our story will be fictional. Fiction refers to something written using the author's imagination, rather than reality. (Revisiting from Autumn 2) A story needs characters, a setting, a plot, a theme and often a problem or conflict. (Revisiting from Autumn 2) A character is a person, animal or creature that features in a story. (Revisiting from Autumn 2) A setting is place where the story takes place. (Revisiting from Autumn 2) Plot refers to the main events that happen in a story. (Revisiting from Autumn 2) A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). (Revisiting from Autumn 2) Often, particularly in children's stories, problems are solved (resolution) and there is a happy ending. (Revisiting from Autumn 2) Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative. (Revisiting from Autumn 2) <p><u>Recount:</u></p> <ul style="list-style-type: none"> In this case, a recount refers to a narrative written to retell real events in the order that they happened. It is usually written in the first person (using the pronouns 'I' and 'we'). Events are written in chronological order (the order in which they happened), in the past tense. Time conjunctions are often used to help structure a recount and sequence events.
<p>Vocabulary</p>	<p>clause – a group of words which contains a subject and a verb subject – a person or thing that is doing the action simple sentence – a sentence containing only one clause conjunction – a type of word used to join clauses together compound sentence – a sentence made up of two independent clauses, joined with a coordinating conjunction coordinating conjunction – a conjunction used to join two independent clauses (in this case 'and') independent clause – a clause that makes sense and can stand alone recount – a narrative written to retell real events in the order they happened first person – writing produced from the author's perspective, using first person pronouns such as 'I' and 'we'</p>	
<p>Enrichment & wider development</p>	<p>School trip as stimulus for writing – Oceanarium in Bournemouth</p>	

Year 1 Spring 2

Milestone LO:

Vocabulary, grammar and punctuation:

Begin to punctuate sentences using a question mark or exclamation mark

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Grammar:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> There are different types of sentence, and they all serve different purposes (they have different jobs). A statement is a sentence that gives information. A question is a sentence that needs an answer. We use questions (either spoken or written), when we want to find out information. Questions often begin with question words such as: who, what, where, when, why, how, did, does, is etc. <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Different sentences have different end marks. We already know that statements end with full stops. Questions end with a question mark, instead of a full stop. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> An exclamation is a sentence that expresses strong feelings/emotion. <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> Exclamations end with an exclamation mark, instead of a full stop or question mark. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Sometimes, exclamations can begin with a question word e.g. What a lovely day it is! In order to work out what type of sentence it is, and therefore what end mark is needed, it is essential we think about the purpose (job) of the sentence. 	<p><u>Composition (grammar and punctuation):</u></p> <p>Know how...</p> <ul style="list-style-type: none"> To verbalise and orally rehearse questions, using question words. To form question marks. To write questions, accurately punctuated with question marks. To verbalise and orally rehearse exclamations. To form exclamation marks. To write exclamations, accurately punctuated with exclamation marks. To use intonation in their voice when reading exclamations and questions. To use an effective mixture of statements, questions and exclamations in their writing. E.g. when using questions in a letter, writing relevant questions, interspersed with statements, rather than a list of random questions. 	<p>Know when...</p> <ul style="list-style-type: none"> To include statements in writing. We use statements when we wish to give information. To include questions in writing. We use questions when we wish to find out information. To include exclamations in writing. We use exclamations when we wish to express strong emotion. <p>Know why...</p> <ul style="list-style-type: none"> Writers use questions. Writers sometimes use questions in letters, emails, text messages etc. because they want the reader to answer the question. Sometimes authors use questions in non-fiction texts as headings. This shows the reader that the question will be answered in the information in that section. Sometimes writers use rhetorical questions for effect. These are questions that do not actually require an answer. Writers use exclamations. Writers use exclamations to show strong feelings or emotions. They are often used in stories to make the content more interesting for the reader. <p><u>Contexts:</u></p> <p>The children will write an adventure story to entertain the residents of the care home, following their visit.</p> <ul style="list-style-type: none"> Form: Adventure story Audience: Residents of the care home. Purpose: To entertain <p>The children will write a letter to enquire.</p> <ul style="list-style-type: none"> Form: Letter Audience: Teacher's choice (text/topic dependent) Purpose: To enquire <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Story:</u></p> <ul style="list-style-type: none"> A story is a recount of events, either fictional or real, retold to entertain. (Revisiting from Autumn 2 and Spring 1) Our story will be fictional. Fiction refers to something written using the author's imagination, rather than reality. (Revisiting from Autumn 2 and Spring 1) A story needs characters, a setting, a plot, a theme and often a problem or conflict. (Revisiting from Autumn 2 and Spring 1) A character is a person, animal or creature that features in a story. (Revisiting from Autumn 2 and Spring 1) A setting is place where the story takes place. (Revisiting from Autumn 2 and Spring 1) Plot refers to the main events that happen in a story. (Revisiting from Autumn 2 and Spring 1) A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). (Revisiting from Autumn 2 and Spring 1) Often, particularly in children's stories, problems are solved (resolution) and there is a happy ending. (Revisiting from Autumn 2 and Spring 1) Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative. (Revisiting from Autumn 2 and Spring 1) <p><u>Letter</u></p> <ul style="list-style-type: none"> A letter is a piece of writing that is written by one person, to be given or sent to another person to communicate meaning. Letters can have different layouts, tone and levels of formality, depending on the recipient (person receiving the letter). All letters include 'Dear'/'To' and 'From'/'Love from' or more formal alternative. Letters can include information about yourself, what you have been doing etc. and can also include questions, you wish to ask the other person. Letters can serve different purposes e.g. to inform/persuade. The purpose of our letter is to enquire (find out, by asking questions).
<p>Vocabulary</p>	<p>question – a type of sentence that needs an answer end mark – the piece of punctuation at the end of a sentence question mark – the end mark used to punctuate a question exclamation – a type of sentence used to express strong emotions (feelings) exclamation mark – the end mark used to punctuate an exclamation intonation – the rise and fall of your voice when speaking/reading layout – how a piece of writing is presented and set out on the page tone – the mood implied by the author's choice of language and vocabulary formality – the level at which the author has been formal (followed conventional rules) enquire – to find out about/ gain more information about something</p>	
<p>Enrichment & wider development</p>	<p>Visit to the care home to entertain residents with story writing/ reading aloud</p>	

Milestone LO:

Transcription (spelling):

Add suffixes –ing and –ed to verbs where no change is needed in the spelling of the root word

Using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Transcription (spelling):</u></p> <p>Know that...</p> <ul style="list-style-type: none"> A suffix is a letter or group of letters added to the end of a word in order to change its meaning. The root word is the basic word, before a prefix or suffix is added to it. A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. (Revisiting from Year R, Spring 2 and Summer 1 and Year 1, Autumn 1 and Spring 1) Singular means just one of something. Plural means more than one of something. For most nouns, when we change them from singular to plural, we add the suffix _s (e.g. one cat – some cats). For nouns where the root word ends in s, x, z, ch or sh, we add the suffix _es to the root word to change them from singular to plural (e.g. one church – some churches). This same spelling pattern can be applied to verbs. A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2 and Spring 1) The third person is when the writer is describing something that is happening to someone else e.g. using he/she pronouns. We use the suffixes _s and _es for the third person singular marker for verbs (e.g. she jumps, he watches, he climbs, she wishes) Suffixes are also important because they can help us change the tense of verbs. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> Tense refers to the time during which verbs are done. The past tense refers to something that has already happened. The present tense refers to something that is happening now. <p><u>Transcription (spelling):</u></p> <ul style="list-style-type: none"> The suffix _ing is used to show that a verb is or was continuing e.g. present tense 'I am jumping' / past tense 'I was jumping.' The verb 'to be' changes the tense in this context. The suffix _ed is used to change verbs to the past tense e.g. I jumped. There are verbs that are exceptions to this pattern. We call these irregular past tense verbs e.g. ran, went, came etc. Note to teachers: Children do not need to know spelling patterns relating to changing the root word (e.g. doubling pattern) until year two however they might already know how to spell some of these words, from their reading, in which case, they could be exposed to it, if ready. 	<p><u>Transcription (spelling) and tense (grammar):</u></p> <p>Know how...</p> <ul style="list-style-type: none"> To spell plural nouns by adding the suffix _s. To spell plural nouns by adding the suffix _es if the root word ends in s, x, z, ch or sh. To use _s and _es as the third person singular marker for verbs. To use accurate 'to be' verbs to write in the correct tense (I am/ I was; you are/you were; he/she/it is / he/she/it was; we are/we were). To add the suffixes _ing and _ed to verbs where there is no change needed in the spelling of the root word. To write in the past tense consistently. To write in the present tense consistently. 	<p>Know when...</p> <ul style="list-style-type: none"> When we use _s. We use the suffix _s to spell plural nouns or third person singular verbs, unless they end in s, x, z, ch or sh. When we use _es. We use _es to spell plural nouns or third person singular verbs, when they end in s, x, z, ch or sh. When we use _ing. We use _ing to show that a verb is continuous. When we use _ed. We use _ed to show that a verb has already happened. <p>Know why...</p> <ul style="list-style-type: none"> We use suffixes. We use suffixes because they change the meaning of words e.g. the tense. We use accurate 'to be' verbs. We use accurate 'to be' verbs to keep the tense of our writing consistent, so that our writing is coherent for the reader. <p><u>Contexts:</u></p> <p>The children will write a recount in the past tense (using _ed or _ing), to retell a trip or visit to a member of staff who was unable to attend.</p> <ul style="list-style-type: none"> Form: Recount Audience: Member of staff Purpose: To retell <p>The children will write a piece of sensory writing (perhaps outdoors), using present tense verbs.</p> <ul style="list-style-type: none"> Form: Description Audience: Teacher's choice (text/topic dependent) Purpose: To describe <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Recount:</u></p> <ul style="list-style-type: none"> In this case, a recount refers to a narrative written to retell real events in the order that they happened. (Revisiting from Spring 1) It is usually written in the first person (using the pronouns 'I' and 'we'). (Revisiting from Spring 1) Events are written in chronological order (the order in which they happened), in the past tense). (Revisiting from Spring 1) Time conjunctions are often used to help structure a recount and sequence events. (Revisiting from Spring 1) <p><u>Note to teachers:</u> Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children's writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p> <p><u>Description (sensory text):</u></p> <ul style="list-style-type: none"> A piece of writing used to describe what is currently happening around you, using present tense verbs (e.g. I am, we are, it is...) An adjective (blue) is a word that describes a noun (tells us more information about the noun). See examples on colour-coded grammar posters. (revisiting from Year R Spring 2 and Summer 2 and Year 1, Spring 1)
<p>Vocabulary</p>	<p>tense – communicates when an action, event or state takes place (e.g. in the past, present or future)</p> <p>suffix – a letter, or group of letters that is added to the end of a root word in order to change its meaning</p> <p>root word – a word without a prefix or suffix attached</p> <p>plural – refers to more than one</p> <p>singular – refers to only one</p>	
<p>Enrichment & wider development</p>	<p>School trip/ visit to inspire writing – Nutritionist visit recount writing</p>	

Milestone LO:

Composition:

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p>Note to teachers: There is no new knowledge for this half term. Children need opportunities to consolidate all year one writing knowledge, by applying it to different contexts and focussing on improving composition. The following bullet points are key things that they will need to include in their pieces of writing (and therefore in your modelling), however, they should not need revisiting in detail. Rather, children might have these as personal targets, revisited through workshops as part of cutaway teaching.</p> <p>Know that...</p> <ul style="list-style-type: none"> • A simple sentence is a sentence that only contains one clause. (Revisiting from Spring 1) • A compound sentence is a sentence that is made up of two independent clauses (clauses that make sense on their own). In a compound sentence 'and' can be used as a coordinating conjunction (pink word) to join these clauses together. See examples on colour-coded grammar poster. Note to teachers: In Year One, children only need to know the conjunction 'and', however, some might naturally use 'but' or even the subordinating conjunction 'because', there is no harm in them using these, if they can do so accurately. (Revisiting from Spring 1) • A conjunction (pink) is used to join clauses together – see colour-coded grammar poster. (Revisiting from Spring 1) • When sequencing sentences (whether simple or compound), sentence boundaries (punctuated with full stops and capital letters) are essential in ensuring our writing is easy to read and meaning can be communicated. (Revisiting from Autumn 2 and Spring 1) • There are different types of sentence, and they all serve different purposes (they have different jobs). (Revisiting from Spring 2) • A statement is a sentence that gives information. (Revisiting from Spring 2) • A question is a sentence that needs an answer. (Revisiting from Spring 2) • We use questions (either spoken or written), when we want to find out information. (Revisiting from Spring 2) • Questions often begin with question words such as: who, what, where, when, why, how, did, does, is etc. (Revisiting from Spring 2) • Different sentences have different end marks. We already know that statements end with full stops. (Revisiting from Spring 2) • Questions end with a question mark, instead of a full stop. (Revisiting from Spring 2) • An exclamation is a sentence that expresses strong feelings/emotion. (Revisiting from Spring 2) • Exclamations end with an exclamation mark, instead of a full stop or question mark. (Revisiting from Spring 2) • Sometimes, exclamations can begin with a question word e.g. What a lovely day it is! In order to work out what type of sentence it is, and therefore what end mark is needed, it is essential we think about the purpose (job) of the sentence. (Revisiting from Spring 2) • Tense refers to the time during which verbs are done. (Revisiting from Summer 1) • The past tense refers to something that has already happened. (Revisiting from Summer 1) • The present tense refers to something that is happening now. (Revisiting from Summer 1) • The suffix <u>_ing</u> is used to show that a verb is or was continuing e.g. present tense 'I am jumping' / past tense 'I was jumping.' (Revisiting from Summer 1) • The verb 'to be' changes the tense in this context. (Revisiting from Summer 1) • The suffix <u>_ed</u> is used to change verbs to the past tense e.g. I jumped. (Revisiting from Summer 1) • There are verbs that are exceptions to this pattern. We call these irregular past tense verbs e.g. ran, went, came etc. (Revisiting from Summer 1) 	<p>Know how...</p> <ul style="list-style-type: none"> • To say out loud what they are going to write about and compose each sentence orally before writing it down. (Revisiting from Autumn 2) • To sequence sentences by using time conjunctions. (Revisiting from Autumn 2) • To sequence sentences by using a mixture of proper nouns and pronouns. (Revisiting from Autumn 2) • To identify and punctuate all sentence boundaries accurately (using capital letters, full stops, exclamation marks and question marks). (Revisiting from Autumn 2 and Spring 2) • To re-read sequenced sentences to check that each individual sentence makes sense and that full stops have been used to punctuate sentence boundaries accurately. (Revisiting from Autumn 2) • To discuss their writing with the teacher or with other pupils, using correct grammatical terminology (noun, proper noun, pronoun, adjective, verb, conjunction, letter, word, sentence, punctuation etc.) (Revisiting from Autumn 2) • To apply their reading knowledge to read their writing clearly enough to be heard by their peers and the teacher. (Revisiting from Autumn 2) • To write compound sentences, using 'and' as a coordinating conjunction, to join two independent clauses. (Revisiting from Spring 1) • To sequence simple and compound sentences, effectively, choosing which type of sentence to use. (Revisiting from Spring 1) • To write questions, accurately punctuated with question marks. (Revisiting from Spring 2) • To write exclamations, accurately punctuated with exclamation marks. (Revisiting from Spring 2) • To use an effective mixture of statements, questions and exclamations in their writing. (Revisiting from Spring 2) • To use accurate 'to be' verbs to write in the correct tense (I am/ I was; you are/you were; he/she/it is / he/she/it was; we are/we were). (Revisiting from Summer 1) • To add the suffixes <u>_ing</u> and <u>_ed</u> to verbs where there is no change needed in the spelling of the root word. (Revisiting from Summer 1) • To write in the past tense consistently. (Revisiting from Summer 1) • To write in the present tense consistently. (Revisiting from Summer 1) 	<p>Revisit required conditional knowledge, based on which substantive knowledge is being revisited for individuals.</p> <p><u>Contexts:</u></p> <p>The children will write in a range of contexts, in order to revisit their composition knowledge, now that they have learned to use different sentence types and structures. They will write character and setting descriptions and their own stories to entertain children in Year Two.</p> <ul style="list-style-type: none"> • Form: Narrative • Audience: Year Two • Purpose: To entertain <p>The children will also write letters (to a new child to inform them about the Junior School and to their new teacher to inform about themselves and enquire about their new class).</p> <ul style="list-style-type: none"> • Form: Letters • Audience: New child and new teacher • Purpose: To inform and enquire <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Story:</u></p> <ul style="list-style-type: none"> • A story is a recount of events, either fictional or real, retold to entertain. (Revisiting from Autumn 2 and Spring 1 and 2) • Our story will be fictional. Fiction refers to something written using the author's imagination, rather than reality. (Revisiting from Autumn 2 and Spring 1 and 2) • A story needs characters, a setting, a plot, a theme and often a problem or conflict. (Revisiting from Autumn 2 and Spring 1 and 2) • A character is a person, animal or creature that features in a story. (Revisiting from Autumn 2 and Spring 1 and 2) • A setting is place where the story takes place. (Revisiting from Autumn 2 and Spring 1 and 2) • Plot refers to the main events that happen in a story. (Revisiting from Autumn 2 and Spring 1 and 2) • A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). (Revisiting from Autumn 2 and Spring 1 and 2) • Often, particularly in children's stories, problems are solved (resolution) and there is a happy ending. (Revisiting from Autumn 2 and Spring 1 and 2) • Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative. (Revisiting from Autumn 2 and Spring 1 and 2) <p>Note to teachers: Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children's writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p> <p><u>Letter</u></p> <ul style="list-style-type: none"> • A letter is a piece of writing that is written by one person, to be given or sent to another person to communicate meaning. (Revisiting from Spring 2) • Letters can have different layouts, tone and levels of formality, depending on the recipient (person receiving the letter). (Revisiting from Spring 2)

		<ul style="list-style-type: none"> • All letters include 'Dear'/'To' and 'From'/'Love from' or more formal alternative. (Revisiting from Spring 2) • Letters can include information about yourself, what you have been doing etc. and can also include questions, you wish to ask the other person. (Revisiting from Spring 2) • Letters can serve different purposes.
Vocabulary	No new vocabulary – revisit relevant previously taught vocabulary	
Enrichment & wider development	Transition activities – writing letters to new teachers and new pupils	



Year 2 Autumn 1

Milestone LO:

Handwriting:

Form lowercase letters of the correct size relative to one another
 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters
 Use spacing between words that reflects the size of the letters

Transcription:

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing for different purposes (a letter to enquire, a narrative to entertain and instructions to inform)

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about

Make simple additions, revisions and corrections to their own writing by:

- Proof-reading to check for errors in punctuation.

Vocabulary, grammar and punctuation:

Learn how to use sentences with different forms: statement, question, exclamation, command.

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Handwriting (lowercase letter formation):</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • Letters can be written as lowercase or capital letters. (Revisiting from Year R and Year 1, Autumn 1) • When we write lowercase letters, we use a pre-cursive script (revisiting from Year R, Autumn 2 and Year 1, Autumn 1), until we are ready to join letters (this will be different for different children – some may have already been taught to join, but some will not have, because it is not a requirement until Year Two). • Letters belong to different handwriting families. (Revisiting from Year 1, Autumn 1) • Handwriting families are groups of letters which are formed in the same way: (c family): c, a, d, g, q, o, s, e, f (l family): l, t, i, j, u, y (r family): r, n, m, h, b, k, p (z family): z, v, w, x (Revisiting from Year 1, Autumn 1) • Every lowercase letter starts with your pencil on the line. (Revisiting from Year 1, Autumn 1) • Most lowercase letters end with your pencil on the line. This is important because when you begin joining your letters, you will end up in the right place, ready to start the next letter. (Revisiting from Year 1, Autumn 1) • Some lowercase letters don't end on the line. These are: o, r, v and w. (Revisiting from Year 1, Autumn 1) • Letters in the 'c' family are formed by a lead-in, then a clockwise curl, followed by an anticlockwise curl back along the same line (exceptions: e and f) (Revisiting from Year 1, Autumn 1) • Letters in the 'l' family are formed by a lead-in, then an upward stroke, followed by a downward stroke on the same line. (Revisiting from Year 1, Autumn 1) • Letters in the 'r' family are formed by a lead-in and then by using the motion 'up, down, up, over' (like a robot). (Revisiting from Year 1, Autumn 1) • Letters in the 'z' family are formed when a zigzag follows a lead-in. (Revisiting from Year 1, Autumn 1) • All lowercase letters should be formed the same size and all must be positioned on the line. (Revisiting from Year 1, Autumn 1) • Letters with ascenders are formed taller than other letters. These are d, f, l, t, h, b and k. (Revisiting from Year 1, Autumn 1) 	<p><u>Handwriting (lowercase letter formation):</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To form all pre-cursive lowercase letters (revisiting from Year R, Autumn 2) in the correct direction, positioned on the line and of the correct size and orientation (accurate use of ascenders and descenders). (revisiting from Year 1, Autumn 1) • To form the correct capital letter for each of the 26 letters of the alphabet. (Revisiting from Year R, Summer 1 and 2 and Year 1, Autumn 1) • To accurately join all lowercase letters, using both diagonal and horizontal joining strokes, depending on the letters. • To recognise times when some letters might be better left un-joined. <p><u>Handwriting (capital letter formation):</u></p> <ul style="list-style-type: none"> • To form capital letters larger than lowercase letters – they should be the height of ascenders. (Revisiting from Year R Summer 1 and 2 and Year 1, Autumn 1) Leave capital letters and digits un-joined. <p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • To write statements, accurately punctuated with capital letters (including 	<p>Know when...</p> <ul style="list-style-type: none"> • To include statements in writing. We use statements when we wish to give information. (Revisiting from Year 1, Spring 2) • To include questions in writing. We use questions when we wish to find out information. (Revisiting from Year 1, Spring 2) • To include exclamations in writing. We use exclamations when we wish to express strong emotion. (Revisiting from Year 1, Spring 2) • To include commands in writing. We use commands when we (or a character) tells someone to do something. Commands are therefore often used in instruction writing. <p>Know why...</p> <ul style="list-style-type: none"> • We write using a joined style. We do this because it is quicker and more efficient when writing at length. • Writers use questions. Writers sometimes use questions in letters, emails, text messages etc. because they want the reader to answer the question. Sometimes authors use questions in non-fiction texts as headings. This shows the reader that the question will be answered in the information in that section. Sometimes writers use rhetorical questions for effect. These are questions that do not actually require an answer. (Revisiting from Year 1, Spring 2) • Writers use exclamations. Writers use exclamations to show strong feelings or emotions. They are often used in stories to make the content more interesting for the reader. (Revisiting from Year 1, Spring 2) • We plan our writing. We plan our ideas before writing because it helps us get started and helps us structure our extended writing. • We proofread our writing. We proofread our writing to find and fix mistakes, so that our final piece is written to the best of our ability. <p><u>Contexts:</u></p> <p>The children will write in a range of contexts, in order to build their stamina for writing. To apply their understanding of statements and questions, they will write a letter to enquire.</p> <ul style="list-style-type: none"> • Form: Letter • Audience: To be decided by teacher • Purpose: To enquire

- Letters with descenders should be formed on the line, with their descender going beneath the line. These are: g, q, f, j, y and p. (Revisiting from Year 1, Autumn 1)
- Lowercase letters now need to be joined together. For most letters (all except 'o', 'v', 'w' and 'r') joins need to be positioned on the line. This means, we write the whole word, without lifting the pencil off the paper. These are diagonal joining strokes.**
- For the letters 'o', 'v', 'w' and 'r', we need to use horizontal joining strokes (sometimes called top-joins). This is because these letters do not finish on the line. When we join these letters to the next letter in the word, we can start the next letter where we joined, meaning sometimes we do not have a lead-in that starts on the line.**
- All letters can be joined, using a diagonal or horizontal join stroke, but sometimes, depending on the next letter and the confidence of the individual child, the letters 'r', 'o', 'v' and 'w' might be left un-joined. A common example of this is 're'.**

Handwriting (capital letter formation):

- Each letter of the alphabet can be written using a lowercase letter or a capital letter. (Revisiting from Year R, Summer 1 and Year 1, Autumn 1)
- A capital letter is a different way of writing each letter of the alphabet. There are 26 capital letters because each lowercase letter has one corresponding capital letter that makes the same sound. (Revisiting from Year R, Summer 1 and Year 1, Autumn 1)
- Capital letters and digits must be formed on the line, not joined and must be taller than lowercase letters, often the height of ascenders.**

Grammar and Punctuation:

- There are different types of sentence, and they all serve different purposes (they have different jobs). Different sentences have different end marks (punctuation used to show the end of the sentence). (Revisiting from Year 1, Spring 2)
- A statement is a sentence that gives information. (Revisiting from Year 1, Spring 2)
- Statements are punctuated with full stops. (Revisiting from Year 1, Spring 2)
- A question is a sentence that needs an answer. (Revisiting from Year 1, Spring 2)
- We use questions (either spoken or written), when we want to find out information. (Revisiting from Year 1, Spring 2)
- Questions often begin with question words such as: who, what, where, when, why, how, did, does, is etc. (Revisiting from Year 1, Spring 2)
- Questions end with a question mark, instead of a full stop. (Revisiting from Year 1, Spring 2)
- An exclamation is a sentence that expresses strong feelings/emotion. (Revisiting from Year 1, Spring 2)
- Exclamations end with an exclamation mark, instead of a full stop or question mark. (Revisiting from Year 1, Spring 2)
- Sometimes, exclamations can begin with a question word e.g. What a lovely day it is! In order to work out what type of sentence it is, and therefore what end mark is needed, it is essential we think about the purpose (job) of the sentence. (Revisiting from Year 1, Spring 2)
- A command is a type of sentence used when you are telling someone to do something, or not to do something.**
- Commands often begin with imperative verbs (sometimes called bossy verbs). These are verbs (yellow words) that are used to give an instruction e.g. mix, tip, go, stop etc.**
- Commands usually end in a full stop e.g. Pour in the water. Sometimes, they end in an exclamation mark e.g. Stop that!**

Composition:

- Stamina for writing means being able to write for an extended period of time, without losing focus. It is more than just being able to write lots. We need to maintain the purpose, quality and coherence (sense) throughout the piece of text.**
- There is always a purpose for writing. This means the reason why we are producing the piece of text.**
- We plan our ideas before writing to help us get started.**
- Proofreading means reading our writing back afterwards, in order to spot and correct errors.**
- Additions are things we add in to our writing – e.g. missing words, if a sentence doesn't make sense.**

capital letters for proper nouns, the personal pronoun 'I' and days of the week), finger spaces that reflect the size of letters and full stops. (Revisiting from Year 1)

- To write questions, accurately punctuated with question marks. (Revisiting from Year 1, Spring 2)
- To write exclamations, accurately punctuated with exclamation marks. (Revisiting from Year 1, Spring 2)
- To use intonation in their voice when reading exclamations, questions **and commands**. (Revisiting from Year 1, Spring 2)
- To write commands, beginning with imperative verbs and punctuate them accurately with a full stop or exclamation mark as appropriate.**
- To use an effective mixture of accurately punctuated statements, questions, exclamations **and commands** in their writing. E.g. when using questions in a letter, writing relevant questions, interspersed with statements, rather than a list of random questions. (Revisiting from Year 1, Spring 2)

Transcription:

- To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Revisiting from Year R, Year 1 and throughout the RWI programme). Note to teachers: See RWI knowledge progression and spelling progression mapping for GPCs and Common Exception Words taught so far. Use dictations for statements, questions, exclamations and commands, as well as when teaching the handwriting LOs.**

Composition:

- To develop a positive attitude towards writing.**
- To develop their stamina for writing.**
- To write for different purposes (see conditional knowledge)**
- To consider what they are going to write before beginning by planning or saying out loud what they are going to write about.**
- To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling and punctuation.**

To apply their understanding of commands, children will be introduced to instruction writing.

- Form: Instructions
- Audience: To be decided by teacher
- Purpose: To inform

To apply their understanding of exclamations (but also all sentence types), children will write a story to entertain.

- Form: Story
- Audience: Year One children
- Purpose: To entertain

Additional Substantive Knowledge for Forms:

Letter

- A letter is a piece of writing that is written by one person, to be given or sent to another person to communicate meaning. (Revisiting from Year 1, Spring 2 and Summer 2)
- Letters can have different layouts, tone and levels of formality, depending on the recipient (person receiving the letter). (Revisiting from Year 1, Spring 2 and Summer 2)
- All letters include 'Dear'/'To' and 'From'/'Love from' or more formal alternative. (Revisiting from Year 1, Spring 2 and Summer 2)
- Letters can include information about yourself, what you have been doing etc. and can also include questions, you wish to ask the other person. (Revisiting from Year 1, Spring 2 and Summer 2)

Instructions:

- Instructions are used to teach someone how to do something e.g. how to play a game or how to make something (like a recipe).**
- Instructions often have a 'How to' title.**
- Instructions often have a 'You will need' section, to tell people what they will need before beginning.**
- Instructions have numbered commands, including imperative verbs. These are the steps the reader needs to take, in the right order, in order to follow the instructions.**
- Time conjunctions are sometimes used to structure instructions.**
- Note to teacher, fronted adverbials do not need to be taught in Year Two, however, some children might try to use them here. If a child on track to achieve GDS has fully mastered everything else and is trying to use them, they could be taught to do so at this point.**

Story:

- A story is a recount of events, either fictional or real, retold to entertain. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- Our story will be fictional. Fiction refers to something written using the author's imagination, rather than reality. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- A story needs characters, a setting, a plot, a theme and often a problem or conflict. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- A character is a person, animal or creature that features in a story. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- A setting is place where the story takes place. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- Plot refers to the main events that happen in a story. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- Often, particularly in children's stories, problems are solved (resolution) and there is a happy ending. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)
- Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2)

<ul style="list-style-type: none"> • Revisions are things we change in our writing (often when editing – at the moment, we are focussing on proofreading, rather than editing). • Corrections are things we fix in our writing – e.g. incorrect spellings or missed sentence boundaries. 		<p>Note to teachers: Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children's writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p>
<p>Vocabulary</p>	<p>In addition to revisiting Year One vocabulary – teach the following: diagonal joining strokes – diagonal leading out strokes, that lead straight into the next letter, when using cursive handwriting horizontal joining strokes – horizontal leading out strokes, that lead straight into the next letter, when using cursive handwriting commands – a type of sentence, used to give instructions (when you tell someone to do, or not to do something), they include imperative verbs imperative verbs – verbs that are used to give an instruction e.g. tip, mix proofreading – reading written work, to check its accuracy, before it is published additions – in this context, 'additions' refers to things added in to writing when editing to improve it revisions – in this context, a 'revision' refers to something that has been re-written when edited to improve it corrections – are made when written work is proofread and mistakes are fixed</p>	
<p>Enrichment & wider development</p>	<p>Creative writing – read aloud to Year One</p>	



Year 2 Autumn 2

Milestone LO:

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes (a letter to recount, narrative to entertain)


Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Encapsulating what they want to say, sentence by sentence

Vocabulary, grammar and punctuation:

Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Grammar:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • A sentence is a group of words usually containing a verb which expresses a full thought. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2 and Spring 1) • A clause is a group of words that includes a subject and verb. (Revisiting from Spring 1) • A subject is a person or thing that is doing the action. (Revisiting from Spring 1) • A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2 and Spring 1 and Summer 1) • A simple sentence is a sentence that only contains one clause. (Revisiting from Spring 1) • A compound sentence is a sentence that is made up of two independent clauses (clauses that make sense on their own). Compound sentences use coordinating conjunctions (pink word) to join these clauses together. See examples on colour-coded grammar poster. (Revisiting from Spring 1) • A conjunction (pink) is used to join clauses together – see colour-coded grammar poster. (Revisiting from Year 1, Spring 1) • The coordinating conjunction 'and' is used when the writer wants to add more information. This creates a compound sentence. • The coordinating conjunction 'but' is used to connect two contrasting (different) ideas, or offer a problem (e.g. I went to the shop, but I didn't have any money.) This creates a compound sentence. • The coordinating conjunction 'or' is used when there are two possible alternatives (e.g. Shall we go to the park or would you rather play at home?) This creates a compound sentence. • Complex sentences contain subordinate clauses (clauses that contain a subject and verb but do not make sense on their own, like main clauses do). In complex sentences, subordinating conjunctions (pink words) are used to join clauses. Examples of these include: when, if, that, because. • Main clauses are sometimes called independent clauses, because they make sense on their own. • Subordinate clauses are sometimes called dependent clauses, because they depend on the main clause to make their meaning understood. • The subordinating conjunction 'when' means 'at the time that.' 'When' can be used at the beginning, or in the middle of a sentence, because the main clause and subordinate clause can be swapped round. • The subordinating conjunction 'if' means one thing can, might or will happen, dependent on something else happening. 'If' can be used at the beginning, or in the middle of a sentence, because the main clause and subordinate clause can be swapped round. • The conjunction 'that' is used to link two ideas. These clauses typically cannot be swapped. 	<p><u>Grammar:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To write compound sentences, using 'and' as a coordinating conjunction, to join two independent clauses. (Revisiting from Year 1, Spring 1) • To write coherent compound sentences, using 'but' as a coordinating conjunction, to join two independent clauses. • To write coherent compound sentences, using 'or' as a coordinating conjunction, to join two independent clauses. • To write coherent complex sentences, using 'when' as a subordinating conjunction, to join a subordinate clause (dependent clause) to a main clause (independent clauses.) • To write coherent complex sentences, using 'if' as a subordinating conjunction, to join a subordinate clause (dependent clause) to a main clause (independent clauses.) • To write coherent complex sentences, using 'that' as a subordinating conjunction, to join a subordinate clause (dependent clause) to a main clause (independent clauses.) • To write coherent complex sentences, using 'because' as a subordinating conjunction, to join a subordinate clause (dependent clause) to a main clause (independent clauses.) <p><u>Composition:</u></p> <ul style="list-style-type: none"> • To sequence simple, compound and complex sentences, effectively, choosing which type of sentence to use. (Revisiting from Year 1, Spring 1) • To identify and punctuate (with a full stop) all sentence boundaries accurately. (Revisiting from Year 1, Autumn 2 and Spring 1) • To re-read sequenced sentences to check that each individual sentence makes sense and that full stops have been used to punctuate sentence boundaries accurately. (Revisiting from Year 1, Autumn 2 and Spring 1) • To develop a positive attitude towards writing. (Revisiting from Autumn 1) • To develop their stamina for writing. (Revisiting from Autumn 1) • To write for different purposes (see conditional knowledge) (Revisiting from Autumn 1) • To write about personal experiences and those of others (both real and fictional). • To consider what they are going to write before beginning by planning or saying out loud what they are going to write about. (Revisiting from Autumn 1) • To consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence. • To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling and punctuation. (Revisiting from Autumn 1) 	<p>Know when...</p> <ul style="list-style-type: none"> • To use simple sentences. Sometimes writers use simple sentences when they want to be direct about their meaning, or make a clear point. (Revisiting from Year 1, Spring 1) • To use compound sentences. Sometimes writers use compound sentences, using the conjunction 'and' when they wish to give more detail or information. (Revisiting from Year 1, Spring 1) They use 'but' when they want to connect two different ideas or suggest a problem. They use 'or' when there are two possible alternatives. • Writers use complex sentences. Writers often use complex sentences to explain something e.g. using 'because' to give a reason, using 'when' to explain the time in which something happened and using 'if' to suggest that one thing depends on another. <p>Know why...</p> <ul style="list-style-type: none"> • Writers might choose to use simple sentences when they want to be direct about their meaning, or make a clear point. (Revisiting from Year 1, Spring 1) • Writers might choose to use compound sentences, using the conjunction 'and' when they wish to give more detail or information. (Revisiting from Year 1, Spring 1) They use 'but' to connect two different ideas or suggest a problem. They use 'or' when there are two possible alternatives. • Writers use complex sentences. Writers often use complex sentences to explain something e.g. using 'because' to give a reason, using 'when' to explain the time in which something happened and using 'if' to suggest that one thing depends on another. <p><u>Contexts:</u></p> <p>The children will write in different contexts, in order to build their stamina for writing.</p> <ul style="list-style-type: none"> • Form: Letters • Audience: To be decided by teacher • Purpose: To recount personal experiences (both real and fictional) • Form: Story (fictional experience of others) • Audience: To be decided by teacher • Purpose: To entertain <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Letter</u></p> <ul style="list-style-type: none"> • A letter is a piece of writing that is written by one person, to be given or sent to another person to communicate meaning. (Revisiting from Year 1, Spring 2 and Summer 2 and Year 2, Autumn 1) • Letters can have different layouts, tone and levels of formality, depending on the recipient (person receiving the letter). (Revisiting from Year 1, Spring 2 and Summer 2 and Year 2, Autumn 1) • All letters include 'Dear'/'To' and 'From'/'Love from' or more formal alternative. (Revisiting from Year 1, Spring 2 and Summer 2 and Year 2, Autumn 1) • Letters can include information about yourself, what you have been doing etc. and can also

<ul style="list-style-type: none"> • The conjunction ‘because’ is used to give a reason. ‘Because’ can be used at the beginning, or in the middle of a sentence, because the main clause and subordinate clause can be swapped round. • Sometimes writers might switch clauses round for effect. <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • When sequencing sentences (whether simple, compound or complex), sentence boundaries (punctuated with full stops and capital letters) are essential in ensuring our writing is easy to read and meaning can be communicated. (Revisiting from Year 1, Autumn 2) 		<p>include questions, you wish to ask the other person. (Revisiting from Year 1, Spring 2 and Summer 2 and Year 2, Autumn 1)</p> <p><u>Story:</u></p> <ul style="list-style-type: none"> • A story is a recount of events, either fictional or real, retold to entertain. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • Our story will be fictional. Fiction refers to something written using the author’s imagination, rather than reality. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • A story needs characters, a setting, a plot, a theme and often a problem or conflict. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • A character is a person, animal or creature that features in a story. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • A setting is place where the story takes place. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • Plot refers to the main events that happen in a story. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • Often, particularly in children’s stories, problems are solved (resolution) and there is a happy ending. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) • Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1) <p><u>Note to teachers:</u> Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children’s writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p>
<p>Vocabulary</p>	<p>In addition to revisiting Year One vocabulary – teach the following: clause - group of words that includes a subject and verb compound sentence - a sentence that is made up of two independent clauses (clauses that make sense on their own). Compound sentences use coordinating conjunctions (pink word) to join these clauses together. coordinating conjunction – a word used to join independent clauses complex sentence – a sentence that contains subordinate clauses (clauses that contain a subject and verb but do not make sense on their own, like main clauses do). In complex sentences, subordinating conjunctions are used to join clauses subordinating conjunction – a word used to join clauses in complex sentences effect – making a change to improve the outcome</p>	
<p>Enrichment & wider development</p>	<p>Creative writing – read aloud to Year R</p>	

Year 2 Spring 1

Milestone LO:

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences (real)
- Writing about real events (recount)
- Writing for different purposes (a recount to retell, narratives to entertain)

Consider what they are going to write before beginning by:

- Writing down ideas and/or key words, including new vocabulary

Vocabulary, grammar and punctuation:

- Learn how to use commas for lists correctly
- Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Grammar:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • In addition to joining clauses, 'and' can be used to join nouns (including proper nouns), verbs or adjectives. (Revisiting from Year 1, Spring 1) • A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done. See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2, Spring 1, Summer 1 and Year 2, Autumn 2) • A noun (orange) is a person, place or thing. A noun tells us who, what or where. See examples on colour-coded grammar posters. (Revisiting from Year R, Spring 2 and Summer 1 and Year 1, Autumn 1, Spring 1 and Summer 1) • A proper noun (orange) is a specific person, place or thing – see examples on colour-coded grammar posters. (Revisiting from Year R, Summer 1, Year 1 Autumn 1 and Year 1 Autumn 2, Spring 1 and Summer 1). • An adjective (blue) is a word that describes a noun (tells us more information about the noun). See examples on colour-coded grammar posters. (revisiting from Year R Spring 2 and Summer 2 and Year 1 Spring 1 and Summer 1) • When we list nouns, verbs or adjectives, we only use 'and' to separate the last two in the list. (Revisiting from Year 1, Spring 1) <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • To separate the other words in the list, we use a comma (,). • A comma (,) is a piece of punctuation that sits on the line, similarly to a full stop, although it looks a little different. <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • A noun phrase is a group of words, headed by a noun that might also contain a determiner (e.g. a/the/some). Examples include: a girl, the kitten. • Expanded noun phrases provide the reader with more information about the noun, often by using adjectives to describe the noun or prepositional phrases (words that describe the position of the noun). Examples include: my white sports socks / the cat with the stripes / the clever boy at the back of the classroom. <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • Writers can use more than one adjective in an expanded noun phrase, in which case, commas might be used to list them e.g. The ugly, mean and nasty witch... <p><u>Composition:</u></p> <ul style="list-style-type: none"> • Although expanded noun phrases are used to make writing more exciting, it is important that writers use them effectively. You can overuse adjectives, in which case they lose their effectiveness. 	<p><u>Grammar:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To use 'and' to join two words (nouns, verbs or adjectives). (Revisiting from Year 1, Spring 1) • To use 'and' before the last in a list of nouns, verbs or adjectives. (Revisiting from Year 1, Spring 1) <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • To use commas for lists correctly. • To use expanded noun phrases in order to describe and specify (give more detail about or be more specific about the noun). <p><u>Composition:</u></p> <ul style="list-style-type: none"> • To develop a positive attitude towards writing. (Revisiting from Autumn 1 and 2) • To develop their stamina for writing. (Revisiting from Autumn 1 and 2) • To write for different purposes (see conditional knowledge) (Revisiting from Autumn 1 and 2) • To write about personal experiences and real events. • To consider what they are going to write before beginning by planning or saying out loud what they are going to write about. (Revisiting from Autumn 1 and 2) • To consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence. (Revisiting from Autumn 2) • To consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. • To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling and punctuation. (Revisiting from Autumn 1 and 2) 	<p>Know when...</p> <ul style="list-style-type: none"> • To use commas in a list. Writers use commas in a list when they are listing three or more things. The comma is used in place of the word 'and'. We still use the word 'and' before the final item in the list. • To use expanded noun phrases. Writers use expanded noun phrases when they want to describe and specify (give more detail about or be more specific about the noun). Writers often use them when they are describing something, for example a character or setting in a story. <p>Know why...</p> <ul style="list-style-type: none"> • Writers use commas. One of the uses for commas is to separate items in a list, because it is more efficient and sounds better than repeating the word 'and'. • Writers use expanded noun phrases. Writers use expanded noun phrases because they want to make their writing more interesting and exciting for the reader. They are often used in descriptions and stories. <p><u>Contexts:</u></p> <p>The children will write in different contexts, in order to build their stamina for writing.</p> <ul style="list-style-type: none"> • Form: Recount • Audience: To be decided by teacher • Purpose: To retell • Form: Story (fictional experience of others) • Audience: To be decided by teacher • Purpose: To entertain <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Recount:</u></p> <ul style="list-style-type: none"> • In this case, a recount refers to a narrative written to retell real events in the order that they happened. (Revisiting from Year 1, Spring 1 and Summer 1) • It is usually written in the first person (using the pronouns 'I' and 'we'). (Revisiting from Year 1, Spring 1 and Summer 1) • Events are written in chronological order (the order in which they happened), in the past tense. (Revisiting from Year 1, Spring 1 and Summer 1) • Time conjunctions are often used to help structure a recount and sequence events. (Revisiting from Year 1, Spring 1 and Summer 1) <p><u>Story:</u></p> <ul style="list-style-type: none"> • A story is a recount of events, either fictional or real, retold to entertain. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • Our story will be fictional. Fiction refers to something written using the author's imagination, rather than reality. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • A story needs characters, a setting, a plot, a theme and often a problem or conflict. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2)

		<ul style="list-style-type: none"> • A character is a person, animal or creature that features in a story. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • A setting is place where the story takes place. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • Plot refers to the main events that happen in a story. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • A problem is a situation where something goes wrong (possibly involving conflict – a difference of opinion or argument). (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • Often, particularly in children’s stories, problems are solved (resolution) and there is a happy ending. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) • Boxing clever is one story format that could be used. We use this format to teach you the basic story structure, because you need to understand the rules, before you can break them and be more creative. (Revisiting from Year 1, Autumn 2 and Spring 1 and 2 and Summer 2 and Year 2, Autumn 1 and 2) <p><u>Note to teachers:</u> Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children’s writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p>
Vocabulary	<p>In addition to revisiting vocabulary taught so far – teach the following: comma – a punctuation mark, at this stage, used to separate items within a list noun phrase - a group of words, headed by a noun that might also contain a determiner (e.g. a/the/some). Examples include: a girl, the kitten expanded noun phrases - provide the reader with more information about the noun, often by using adjectives to describe the noun or prepositional phrases (words that describe the position of the noun). Examples include: my white sports socks / the cat with the stripes / the clever boy at the back of the classroom. adjective - a word that describes a noun (tells us more information about the noun) describe – to add detail to specify – to be specific about</p>	
Enrichment & wider development	<p>World Book Day – creative writing competition SeaCity Trip – real event to inspire recount writing</p>	



Year 2 Spring 2

Milestone LO:

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real)
- Writing about real events
- Writing for different purposes (a diary entry to recount, a non-chronological report to inform)

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Spelling:

Spell by adding –ing and –ed to words of one syllable ending in a single consonant letter after a single vowel letter (Appendix 1)

Adding the endings –ing and –ed to words ending in –e with a consonant before it (Appendix 1)

Adding –ed and –ing to a root word ending in –y with a consonant before it (Appendix 1)

Vocabulary, grammar and punctuation:

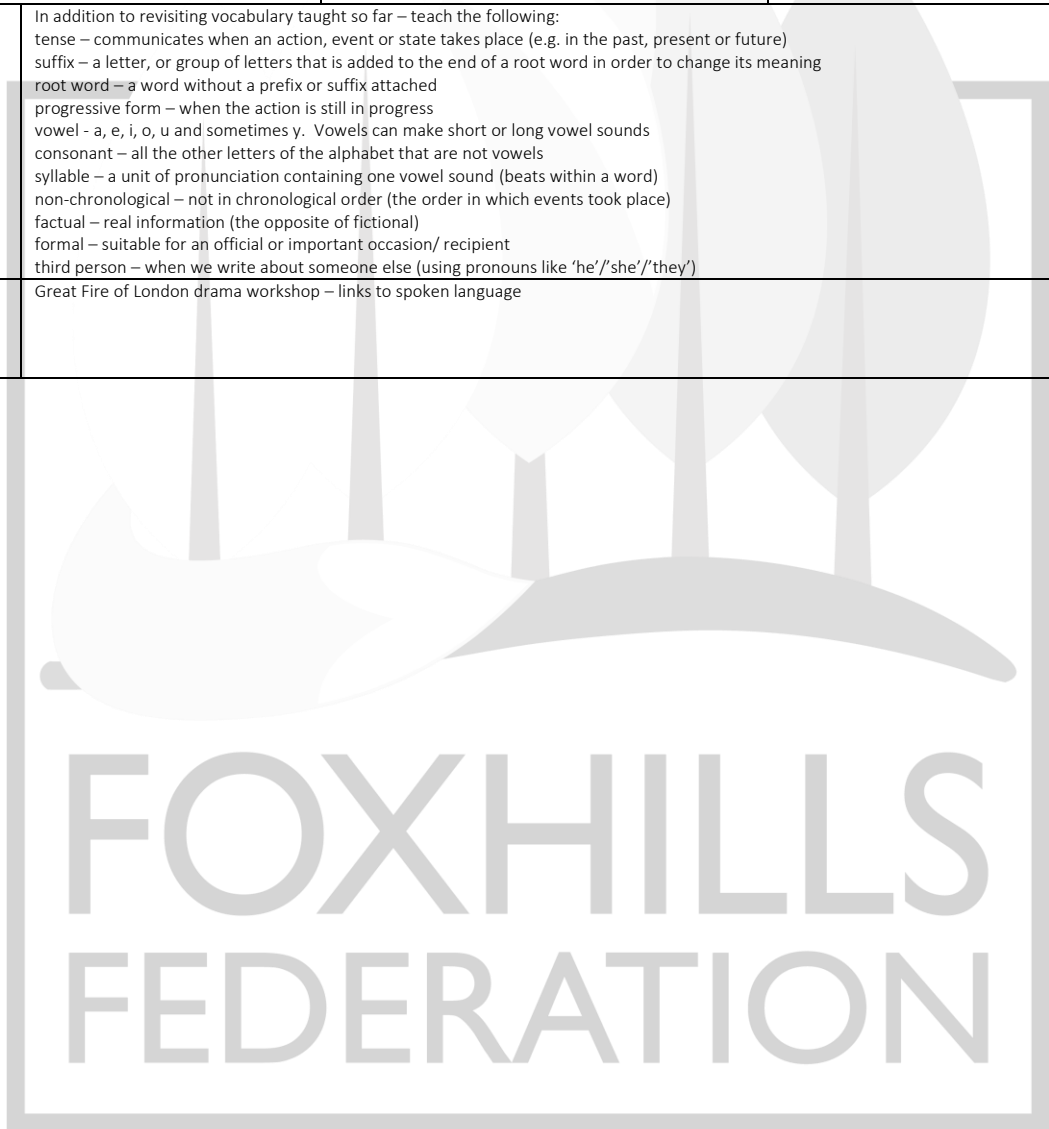
Learn how to use the present and past tenses correctly and consistently including the progressive form

Correct choice and consistent use of present tense and past tense throughout writing (Appendix 2)

Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (Appendix 2)

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Spelling and Grammar:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • A suffix is a letter or group of letters added to the end of a word in order to change its meaning. (Revisiting from Year 1, Summer 1) • The root word is the basic word, before a prefix or suffix is added to it. (Revisiting from Year 1, Summer 1) • Suffixes can help us change the tense of verbs. (Revisiting from Year 1, Summer 1) • Tense refers to the time during which verbs are done. (Revisiting from Year 1, Summer 1) • A verb (yellow) is a word used to describe an action, sometimes called a doing word. Verbs tell us what has been done, what is being done or what will be done (depending on the tense). See examples on colour-coded grammar posters. (Revisiting from Year R, Summer 2 and Year 1, Autumn 1 and 2, Spring 1, Summer 1 and Year 2, Autumn 2 and Spring 1) • The past tense refers to something that has already happened. (Revisiting from Year 1, Summer 1) • The present tense refers to something that is happening now. (Revisiting from Year 1, Summer 1) • The suffix _ing is used to show that a verb is or was continuing e.g. present tense 'I am jumping' / past tense 'I was jumping.' (Revisiting from Year 1, Summer 1) This is called the progressive form, because the action is still or was still in progress. • The verb 'to be' changes the tense in this context. (Revisiting from Year 1, Summer 1) • The suffix _ed is used to change verbs to the past tense e.g. I jumped. (Revisiting from Year 1, Summer 1) • There are verbs that are exceptions to this pattern. We call these irregular past tense verbs e.g. ran, went, came etc. (Revisiting from Year 1, Summer 1) • Vowels are a, e, i, o, u and sometimes y. • Vowels can make short or long vowel sounds. • Consonants are all of the other letters. • When we add the suffix _ed or _ing to a root word ending in 'e' following a consonant, we drop the 'e' before adding the suffix. Examples include hiking, hiked. An exception to this pattern is the word 'being'. • A syllable is a beat within a word. • When we have a root word of one syllable, ending in a short vowel sound, followed by one consonant, we double the last letter before adding the suffix _ed or _ing. Examples include: hopped, skipping, shopping etc. An exception to this pattern is when the root word ends in an 'x' it is never doubled e.g. fixed. • When we have a root word ending in a 'y' with a consonant before it, therefore not part of a digraph, we remove the 'y' and replace it with an 'i', before adding the suffix _ed. Examples of this include: cried, 	<p><u>Grammar:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To use accurate 'to be' verbs to write in the correct tense (I am/ I was; you are/you were; he/she/it is / he/she/it was; we are/we were). (Revisiting from Year 1, Summer 1) • To write in the past tense consistently. (Revisiting from Year 1, Summer 1) • To write in the present tense consistently. (Revisiting from Year 1, Summer 1) • To use the progressive form correctly and consistently in the present and past tense. • To make the correct choice of tense and use it consistently throughout their writing. <p><u>Spelling:</u></p> <ul style="list-style-type: none"> • To add the suffixes _ed and _ing to verbs, by following the taught spelling patterns (see substantive knowledge). <p><u>Composition:</u></p> <ul style="list-style-type: none"> • To develop a positive attitude towards writing. (Revisiting from Autumn 1 and 2 and Spring 1) • To develop their stamina for writing. (Revisiting from Autumn 1 and 2 and Spring 1) • To write for different purposes (see conditional knowledge) (Revisiting from Autumn 1 and 2 and Spring 1) • To write about personal experiences and real events. (Revisiting from Spring 1) • To consider what they are going to write before beginning by planning or saying out loud what they are going to write about. (Revisiting from Autumn 1 and 2 and Spring 1) • To consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence. (Revisiting from Autumn 2 and Spring 1) • To consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. (Revisiting from Spring 1) • To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling and punctuation. (Revisiting from Autumn 1 and 2 and Spring 1) • To make simple additions, revisions and corrections to their own writing by re- 	<p>Know when...</p> <ul style="list-style-type: none"> • When we use _ing. We use _ing to show that a verb is continuous. (Revisiting from Year 1, Summer 1) • When we use _ed. We use _ed to show that a verb has already happened. (Revisiting from Year 1, Summer 1) • We double the consonant before adding the suffix. We do this when we have a root word of one syllable, ending in a short vowel sound, followed by one consonant. • We change the 'y' to 'i' before adding the suffix. We do this when we have a root word ending in a 'y' with a consonant before it, therefore not part of a digraph. <p>Know why...</p> <ul style="list-style-type: none"> • We use suffixes. We use suffixes because they change the meaning of words e.g. the tense. (Revisiting from Year 1, Summer 1) • We use accurate 'to be' verbs. We use accurate 'to be' verbs to keep the tense of our writing consistent, so that our writing is coherent for the reader. (Revisiting from Year 1, Summer 1) • We re-read our writing. We re-read our writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. <p><u>Contexts:</u></p> <p>The children will write in different contexts, in order to build their stamina for writing, and write about real events.</p> <ul style="list-style-type: none"> • Form: Diary entries (one personal and one in role as someone else, based on real events) • Audience: To be decided by teacher • Purpose: To recount • Form: Non-chronological report • Audience: To be decided by teacher • Purpose: To inform <p><u>Additional Substantive Knowledge for Forms:</u></p> <p><u>Diary:</u></p> <ul style="list-style-type: none"> • Similarly to a recount, a diary entry can be used to retell real events in the order that they happened. • It is usually written in the first person (using the pronouns 'I' and 'we'). • Events are written in chronological order (the order in which they happened), but diary entries can also contain some present tense text, as well as past tense. • The writer often includes details such as their thoughts, feelings and observations. • They are usually written for themselves, rather than another reader.

<p>replied, lied etc. This is not the case for adding _ing, because then we would end up with double 'l'. Exceptions to this are skiing and taxiing.</p>	<p>reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p><u>Non-Chronological Report:</u></p> <ul style="list-style-type: none"> • Non-chronological reports are not written in chronological order. • The purpose is to inform. • They usually use more factual and slightly more formal language. • They are written in the third person. <p><u>Note to teachers:</u> Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children's writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p>
<p>Vocabulary</p>	<p>In addition to revisiting vocabulary taught so far – teach the following: tense – communicates when an action, event or state takes place (e.g. in the past, present or future) suffix – a letter, or group of letters that is added to the end of a root word in order to change its meaning root word – a word without a prefix or suffix attached progressive form – when the action is still in progress vowel - a, e, i, o, u and sometimes y. Vowels can make short or long vowel sounds consonant – all the other letters of the alphabet that are not vowels syllable – a unit of pronunciation containing one vowel sound (beats within a word) non-chronological – not in chronological order (the order in which events took place) factual – real information (the opposite of fictional) formal – suitable for an official or important occasion/ recipient third person – when we write about someone else (using pronouns like 'he'/'she'/'they')</p>	
<p>Enrichment & wider development</p>	<p>Great Fire of London drama workshop – links to spoken language</p>	



Year 2 Summer 1

Milestone LO:

Transcription:

Learn to spell words with contracted forms

Learning the possessive apostrophe (singular) [for example, the girl's book]

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (fictional)
- Writing for different purposes (a story to entertain, a letter to enquire)

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils

Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, grammar and punctuation:

- Learn to use apostrophes for contracted forms
- Learn to use the possessive apostrophe (singular)
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] (appendix)

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Grammar and Punctuation:</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • An apostrophe is a punctuation mark (') used for multiple reasons. • An apostrophe resembles a comma, but is placed above the letter line, rather than on the line. • One reason we use an apostrophe is to indicate possession (e.g. Harry's book) • Possession means that someone possesses (or owns) something. Something belonging to someone. At this stage, we only need to learn how to use an apostrophe before the 's' for singular possession (e.g. Mrs Foster's cat), however it can also be used to show that something belongs to a group (e.g. the girls' dresses). • We do not use apostrophes before the 's' when we have added the _s suffix to indicate a plural. • Apostrophes are also used to show the omission of letters or numbers (e.g. can't; he's; 1 Jan. '99). • We therefore use apostrophes when spelling words with contracted forms (contractions). • These are words that have been shortened (two or more words have been contracted to form one word with some letters missed). Where a letter/letter(s) have been missed, an apostrophe is used instead. • It is often a vowel that is omitted. Examples include: do not – don't, did not – didn't, I am – I'm, it is – it's, he will – he'll etc. • Vowels are a, e, i, o, u and sometimes y. (Revisiting from Spring 2) • Contracted forms are quite informal. You often use them in speech, messages to friends, stories etc. but you wouldn't typically use them in non-chronological reports or formal letters. 	<p><u>Grammar and Punctuation:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To use an apostrophe to show possession (singular). • To spell words with contracted forms, using apostrophes accurately to mark omitted letter(s). • To determine whether or not contracted forms are appropriate (dependent on the form and audience of the piece). <p><u>Composition:</u></p> <ul style="list-style-type: none"> • To develop a positive attitude towards writing. (Revisiting from Autumn 1 and 2 and Spring 1 and 2) • To develop their stamina for writing. (Revisiting from Autumn 1 and 2 and Spring 1 and 2) • To write for different purposes (see conditional knowledge) (Revisiting from Autumn 1 and 2 and Spring 1 and 2) • To write about personal experiences (fictional). • To consider what they are going to write before beginning by planning or saying out loud what they are going to write about. (Revisiting from Autumn 1 and 2 and Spring 1 and 2) • To consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence. (Revisiting from Autumn 2 and Spring 1 and 2) • To consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. (Revisiting from Spring 1 and 2) • To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation. (Revisiting from Autumn 1 and 2 and Spring 1 and 2) • To make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. (Revisiting from Spring 2) • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and with other pupils and make additions and revisions to improve it. • To read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Know when...</p> <ul style="list-style-type: none"> • To use an apostrophe. We use an apostrophe to show possession (before the 's' in singular nouns). We also use an apostrophe to show omitted letter(s) when we are writing words with contracted forms. • To include contracted forms in writing. We use contractions (words with contracted forms) when we are writing informally e.g. diary entries, messages, letters or emails to close friends or stories. They are also often used in speech. <p>Know why...</p> <ul style="list-style-type: none"> • Writers use an apostrophe. Writers use an apostrophe to show possession (before the 's' in singular nouns). They also use an apostrophe to show omitted letter(s) when they are writing words with contracted forms. • Writers include words with contracted forms in informal writing. Writers do this because it is less formal and more colloquial (chatty). <p><u>Contexts:</u></p> <p>At this stage in the year, the children need to be applying all of their writing knowledge from KS1 across a variety of contexts, ensuring they have good examples of independent writing for different purposes, about real events and about personal experiences (of themselves and others, real and fictional). I recommend a fictional narrative about a personal experience (to entertain) and a letter (to enquire), however, depending on the needs of the children, their interests and any other things that they may need to revisit, teachers can decide on other forms of writing for this half term. A recount or a diary entry (both of which the children will have already learned) will also be suitable for the knowledge from this half term.</p> <p><u>Note to teachers:</u> Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children's writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p>
<p>Vocabulary</p>	<p>apostrophe – a punctuation mark, similar to a comma but that sits between letters, rather than on the line. It is used to show possession and contracted forms.</p> <p>contracted form (contraction) – when a letter(s), often a vowel, is omitted from a word and replaced with an apostrophe</p> <p>possession - someone possesses (or owns) something</p> <p>informal – the opposite of formal – contractions are often used in informal writing</p>	
<p>Enrichment & wider development</p>	<p>Big Mouth Theatre Workshop – links to spoken language curriculum</p>	

Year 2 Summer 2

Milestone LO:

Composition:

Develop positive attitudes towards and stamina for writing by:

- Writing poetry
- Writing for different purposes (poetry to entertain)

Make simple additions, revisions and corrections to their own writing by:

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Substantive Knowledge	Disciplinary Knowledge	Conditional Knowledge
<p><u>Composition (and grammar):</u></p> <p>Know that...</p> <ul style="list-style-type: none"> • Poetry (poems) are pieces of writing in which the poet expresses their thoughts, feelings and ideas in a creative way. • Some poems tell stories, but not always. • Some poems use symbolism (when something symbolises something else). • Some poems are nonsense. • Poems often use rhythm, rhyme and imagery. • Rhythm means the beat and pace of a poem. • Rhyme is when words sound the same at the end. • Imagery is when the writer uses description to deepen the reader's understanding, often using their senses e.g. s, hearing, smell, sight etc. • Paragraphs in a poem are called stanzas. • Stanzas are made up of lines. • To ensure the rhythm, there is often a pattern with the number of syllables in each line. • Syllables are beats within a word. (Revisiting from Spring 2) • Poems sometimes use repetition (repeated words or phrases) for effect. • Poems sometimes use alliteration. • Alliteration is when words begin with the same sound e.g. soft, small and sweet. • Poems sometimes use onomatopoeia. • Onomatopoeia is when words sound like their meaning e.g. crash, smash, pop. • There are lots of different types of poems e.g. acrostic poems, shape poems, limericks and haikus. • Because they are creative, poems break traditional writing rules. They don't always involve full sentences, with typical sentence punctuation. • Show Don't Tell is a technique used in creative writing (poetry and stories). It allows the reader to experience the story and characters through actions, thoughts and feelings, rather than just a description. Using this technique helps paint a picture of the scene for the reader. An example is: 'Sophie began trembling and biting her lower lip.' This shows she was nervous, without stating, 'Sophie was nervous.' 	<p><u>Composition:</u></p> <p>Know how...</p> <ul style="list-style-type: none"> • To develop a positive attitude towards writing. (Revisiting from Autumn 1 and 2, Spring 1 and 2 and Summer 1) • To develop their stamina for writing. (Revisiting from Autumn 1 and 2, Spring 1 and 2 and Summer 1) • To write for different purposes (see conditional knowledge) (Revisiting from Autumn 1 and 2, Spring 1 and 2 and Summer 1) • To consider what they are going to write before beginning by planning or saying out loud what they are going to write about. (Revisiting from Autumn 1 and 2, Spring 1 and 2 and Summer 1) • To consider what they are going to write about before beginning by encapsulating what they want to say, sentence by sentence. (Revisiting from Autumn 2, Spring 1 and 2 and Summer 1) • To consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. (Revisiting from Spring 1 and 2 and Summer 1) • To make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation. (Revisiting from Autumn 1 and 2, Spring 1 and 2 and Summer 1) • To make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. (Revisiting from Spring 2 and Summer 1) • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and with other pupils and make additions and revisions to improve it. (Revisiting from Summer 1) • To read aloud what they have written with appropriate intonation to make the meaning clear. (Revisiting from Summer 1) 	<p><u>Contexts:</u></p> <p>At this stage in the year, the children need to be applying all of their writing knowledge from KS1 across a variety of contexts, ensuring they have good examples of independent writing for different purposes, about real events and about personal experiences (of themselves and others, real and fictional). Children must write poetry (to entertain), however, depending on the needs of the children, their interests and any other things that they may need to revisit, teachers can decide on other forms of writing for this half term.</p> <p><u>Note to teachers:</u> Although there is no requirement in the KS1 curriculum for children to be writing in paragraphs, children's writing does need to be coherent. Particularly for children who are on track to achieve GDS, paragraphing is a great way to aid coherence. When modelling pieces of writing, please expose children to the idea of paragraphing, so that they can begin attempting to do so, if they feel confident to do so.</p>
<p>Vocabulary</p>	<p>poems/pieces of poetry - pieces of writing in which the poet expresses their thoughts, feelings and ideas in a creative way</p> <p>symbolism – when something symbolises something else</p> <p>nonsense – when something doesn't make sense</p> <p>rhythm - the beat and pace of a poem</p> <p>rhyme - when words sound the same at the end</p> <p>imagery - when the writer uses description to deepen the reader's understanding, often using their senses e.g. s, hearing, smell, sight etc.</p> <p>stanzas – a group of lines in a poem (similar to a paragraph)</p> <p>lines – writing going horizontally across the page</p> <p>syllables - units of pronunciation containing one vowel sound (beats within a word)</p> <p>alliteration - when words begin with the same sound e.g. soft, small and sweet</p> <p>onomatopoeia - when words sound like their meaning e.g. crash, smash, pop</p>	
<p>Enrichment & wider development</p>	<p>Transition activities</p>	