

Year 1/2 Writing Curriculum Map Document Autumn Term

Spelling	Handwriting	Punctuation	Grammar
<p>Y1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Know all letters of the alphabet and the sounds which they most commonly represent Spell consonant digraphs which have been taught and the sounds which they represent Spell vowel digraphs which have been taught and the sounds they represent The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds Spell words with adjacent consonants Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell words containing each of the 40+ phonemes already taught Apply simple spelling rules and guidance see NC Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Revise patterns: 'ou' sounding 'u', 'ow', 'oo' (Y2) Revise patterns: 'ei', 'eigh', 'ey'(Y2) Revise patterns: 'ure'(Y2) Revise patterns: 'ow' 'ew'(Y2) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> The /r/ sound spelt wr at the beginning of words The /s/ sound spelt c before e, i and y The /o:/ sound spelt a before l and ll Contractions e.g. can't The /aɪ/ sound spelt -y at the end of words e.g. cry, fly, dry Homophones and near-homophones e.g. see/sea, sun/son, there/their, one/won, to/two/too Plurals -s and -es Adding -es to nouns and verbs ending in -y e.g. flies, tries.. The /i:/ sound spelt -ey e.g. key, donkey, monkeys. Including plurals of these words e.g. donkeys <p>Common exception words – split up into focus groups (Y1)</p>	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted. (Y1) Leave finger spaces between words (R) Use spacing between words that reflects the size of the letters (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another and capitals Write capitals and digits of the correct size, orientation and relationship to one another (Y2) Form digits 0-9 of the correct size Write with a joined style as soon as they can form letters securely with the correct orientation (Y2) 	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences (R) accurately (Y1) Use capital letters for names Use capital letters for the personal pronoun I (Y1) Use question marks correctly (Y1) Use exclamation marks correctly (Y1) Learn the possessive apostrophe (singular) (Y2) Use apostrophes for possession (Y2) Use apostrophes for contraction (Y2) Use commas for lists (Y2) Use brackets for parentheses (Y2) Use inverted commas to demarcate direct speech (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Learn the possessive apostrophe (singular) (Y2) Use apostrophes for contraction (Y2) Use capital letters for all proper nouns (Y3) Use colons to introduce a list (Y3) 	<p>Pupils should revise:</p> <ul style="list-style-type: none"> Join words orally with clauses using 'and' (R) Join words in a written sentence with clauses using 'and' Create sentences with different forms: statement, question, exclamation, command (Y1) Use subordinating conjunctions and know the terminology associated with this: because (Y1) <p>Pupils should be secure:</p> <ul style="list-style-type: none"> Use apostrophes for contractions correctly (Y2) Use correct and consistent tense structures when writing e.g. present tense, past tense (Y2) and future tense <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use co-ordinating conjunctions: for, and, but, or, yet, so (Y2) Use expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2) Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] (Y2) Use the present and past tenses correctly and consistently including the progressive form (Y2) <p>Make the correct choice and consistent use of present tense and past tense throughout writing</p>
Composition		Text Types	Terminology

Blue = new

Green = already seen

<p>Y1 Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about (R) 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 Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear <p>Y2 Pupils should develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense (Y1) and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear (Y1) Understand the cycle of improvement: say, plan, write, review, edit Read aloud and present work to others (Y1) 	<p>Mythical stories (including re-tellings) Characters / settings Writing narratives about personal experiences and those of others (real and fictional) Writing about real events e.g. recounts Character and setting descriptions</p>	<p>Conjunction Word family Prefix Clause, subordinate clause Noun and Noun phrase Statement Question Exclamation Command Suffix Adjective A Verb tense (past, present) Apostrophe Comma Contraction Full stop Capital letter Consonant / vowel Homophones Plural</p>
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Year 1/2 Writing Curriculum Map Document Spring Term

Spelling	Handwriting	Punctuation	Grammar
<p>Y1 Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Spell the days of the week <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Know and use common exception words e.g. would, who, whole, any, many, clothes, busy, people, water (Y1) Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Form nouns using suffixes such as –ness, –er and by compounding e.g. whiteboard, superman Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Contractions e.g. can't The /n/ sound spelt kn and (less often) gn at the beginning of words e.g. knock, know, knee, gnat, gnaw The // or /ə/ sound spelt –le at the end of words e.g. table The // or /ə/ sound spelt –al at the end of words e.g. metal Know and use words ending in –tion e.g. station, fiction, motion, national, section Understand homophones and near-homophones e.g. quite, quiet / here/hear Add –ing, –ed, –er, –est, –al and –y to words of one syllable ending in a single consonant letter after a single vowel letter <p>Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p>	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. Paper slightly slanted. (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Leave finger spaces between words (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly – awareness for name and beginning of a sentence (Y1) Form digits 0-9 (Y1) Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. (Y1) <p>Use spacing between words that reflects the size of the letters</p> <p>Y2 Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Write with a joined style as soon as they can form letters securely with the correct orientation (Y2) <p>Y2 Pupils should be taught to:</p> <p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for proper nouns (Y2) Use capital letters for the personal pronoun I (Y1) Use capital letters for names (Y1) Use apostrophes for possession and contraction (Y2) Use question marks and exclamation marks correctly (Y1) Learn the possessive apostrophe (singular) (Y1) Use commas for lists (Y2) Use brackets for parentheses (Y2) Use inverted commas to demarcate direct speech (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Learn the possessive apostrophe (singular) (Y2) 	<p>Pupils should be secure:</p> <ul style="list-style-type: none"> Use subordination (using if, that, or because) and co-ordination (using or, and, or but) (Y2) Understand how words can combine to make sentences (Y1) Join words and join clauses using ‘and’ (R) Join clauses using ‘because’ (R) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Use expanded noun phrases to describe and specify [for example, the blue butterfly] (Y2) Use the correct choice and consistent use of present tense, past tense and progressive tense throughout writing (Y2)
Composition		Text Types	Terminology
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it 		Poetry Diary Writing Narrative	letter capital letter word singular / plural

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Green = already seen

<ul style="list-style-type: none"> • 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 • Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear • Use words from own reading to enhance written work <p>Pupils should write: A traditional narrative story based on fairy tales such as the gingerbread man; recount of an event; postcard to an imagined character; Lost and found posters</p> <p>Pupils should be secure:</p> <ul style="list-style-type: none"> • Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (Y2) • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (Y2) 		<p>sentence punctuation full stop question mark exclamation mark</p>
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Year 1/2 Writing Curriculum Map Document Summer Term

Spelling	Handwriting	Punctuation	Grammar
<p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Know homophones and near-homophones e.g. bare/bear, complete review of all covered (Y2) Know common exception words – complete review of all covered (Y1) Know the suffixes –ment, -ness, -ful, -less, -ly (Y2) Form of adjectives using suffixes such as –ful, -less (Y2) Apply simple spelling rules and guidance, as listed in English Appendix 1 (Y1) Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (Y1) <p>Y2 only</p> <ul style="list-style-type: none"> The // or /ə/ sound spelt –el at the end of words e.g. tinsel The /n/ sound spelt o e.g. other, mother, brother, nothing, Monday The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y Know that in other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. Use words ending in –il <p>Add the endings y and e</p>	<p>Y2 Pupils should continue to be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted (Y1) Use spacing between words that reflects the size of the letters (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) Form lower case letters of the correct size relative to one another and capitals (Y1) Write capitals and digits of the correct size, orientation and relationship to one another (Y1) Form digits 0-9 of the correct size (Y1) Write with a joined style as soon as they can form letters securely with the correct orientation (Y1) 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for proper nouns (Y3) Use capital letters for the personal pronoun I (Y1) Use apostrophes for possession and contraction (Y2) Use question marks and exclamation marks correctly and independently (Y1) Learn the possessive apostrophe (singular) (Y1) Use commas for lists (Y2) Use brackets for parentheses (Y2) Use inverted commas to demarcate direct speech (Y2) <p>Pupils should be taught to:</p> <p>Use brackets for parentheses (Y2)</p> <p>Use inverted commas to demarcate speech (correctly formed) (Y2)</p>	<p>Y2 Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use subordinating conjunctions (using or, when, because etc...) (Y2) Use co-ordinating conjunctions (using or, and, or but) (Y2) Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] (Y2) Understand and use sentences with different forms: statement, question, exclamation, command (Y2) Create sentences with different forms: statement, question, exclamation, command (Y1) Understand confidently how words can combine to make sentences (Y1) <p>Y2 Pupils should be taught to:</p> <ul style="list-style-type: none"> Make the correct choice and make consistent use of the present tense, past tense and progressive tense throughout writing
Composition	Text Types	Terminology	
<p>Y1 Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense and make edits Discuss what they have written with the teacher or other pupils and offer points for improvement Read aloud their writing clearly enough to be heard by their peers and the teacher in a performing voice Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear Use words from own reading to enhance written work <p>Y2 Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Developing positive attitudes towards and stamina for writing by: Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2) 	<p>Letters Speech Poster Narratives about personal experiences Instructions Write about real events Recount of an event/trip</p>	<ul style="list-style-type: none"> Conjunction Word family Bullet points Sub-headings Noun and Noun phrase Statement Question Exclamation Command Compound word Suffix Adjective 	

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<ul style="list-style-type: none"> • Write down ideas and/or key words, including new vocabulary (Y2) • Encapsulating what they want to say, sentence by sentence (Y2) • Make simple additions, revisions and corrections to their own writing by: • Evaluate their writing with the teacher and other pupils (Y2) • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) • Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2) • Read aloud what they have written with appropriate intonation to make the meaning clear (Y2) • Understand the cycle of improvement: say, plan, write, review, edit (Y2) <p>Read aloud and present work to others (Y2)</p>		<ul style="list-style-type: none"> • Verb tense (past, present) • Apostrophe • Comma • Consonant / vowel • Homophones
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