



Writing Curriculum

Intent, Implementation and Impact

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with skills and aspirations to reach their full potential in mind, body, heart and spirit.

INTENT

As a Church of England school, our Writing curriculum is underpinned by our gospel values. These values are used and applied throughout the curriculum. Our children are learned and wise in the way that they practise and apply writing skills in a variety of different contexts and use these skills to write for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, and continuously acting on feedback through active marking within each lesson. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

We believe that every child is a writer. Through the 'I Am a Clever Writer' approach, we aim to develop confident, enthusiastic and independent writers who write with purpose, accuracy and creativity. Our curriculum is carefully sequenced to ensure children progressively acquire, practise and master the essential transcriptional and compositional skills required to become successful writers. The approach is skills-based, with writing taught explicitly through carefully planned progression rather than isolated text types, ensuring children develop a secure understanding of how effective writing is constructed.

Beginning in Reception, children develop a love of storytelling, language and mark making through high-quality texts, rich talk and meaningful experiences. As they move through Key Stage 1, they build on these foundations by developing sentence construction, vocabulary, grammar and punctuation alongside an increasing awareness of audience and purpose. We are committed to providing every child with ambitious vocabulary, high-quality models and repeated opportunities to rehearse, apply and refine new learning so that all pupils can achieve success as writers as they move to KS2.

At St. Giles' and St. George's, our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers and writers that they can be. Our intent is to foster a love for writing among our pupils, ensuring they develop the necessary skills, creativity, and confidence to express themselves effectively across various contexts.

Our curriculum ensures a slower, secure-sequenced progression where children first master:

- transcriptional accuracy (handwriting & spelling)
- oral and written sentence construction
- grammar that supports meaning before moving into extended composition

We recognise that cohorts progress at different developmental rates, therefore teachers adapt the pace of the Writing Learning Journey so pupils have the time needed to secure fundamental skills; progression is responsive, not time-locked. Success is seen as fluency and accuracy, not speed.

The Writing Curriculum provides high-quality contextual models that demonstrate:

- how sentences are structured for clarity
- how meaning changes through grammar choices
- how writing is crafted for audience and purpose

By gradually building confidence in sentence-level precision, children develop the ability to write clearly and coherently across the curriculum — ensuring long-term writing success into KS3 and beyond.



IMPLEMENTATION

St Giles' and St George's Writing Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Writing is taught for 55 minutes a day in KS1 and an hour a day in KS2.

Writing is taught through a clear, consistent sequence that enables children to learn new skills before applying them independently. Each unit begins with a carefully selected high-quality text or meaningful stimulus, allowing children to become immersed in vocabulary, ideas and language before writing begins. Teachers create their own WAGOLL (What A Good One Looks Like) which deliberately models both previously taught skills and the new learning for that unit. This provides a clear and purposeful model for pupils, staff and teaching assistants, ensuring consistency of expectations across the school.

Every sequence follows a structured progression:

- **Skill lessons** explicitly teach new writing skills in context.
- **Embed lessons** provide repeated opportunities to practise and combine new learning with previously secured knowledge.
- **Star Write** allows children to apply their learning independently in a purposeful final piece of writing.

We place significant emphasis on:

- high-quality oral rehearsal before writing;
- explicit teaching of ambitious 'Star Words' and vocabulary;
- shared writing and teacher modelling;
- purposeful editing and revising;
- progressive development of grammar, punctuation and sentence construction;
- carefully sequenced assessment statements that ensure knowledge builds term by term.

Writing is closely linked to the wider curriculum and real-life experiences, ensuring children see themselves as authentic writers with something meaningful to communicate.

Editing within writing is a key skill taught to all pupils and the children are taught to edit as a part of the writing process. Through explicit modelling and deliberate practice either in stand-alone editing lessons or live feedback in lessons, children are taught that editing may be clerical e.g. checking for spelling and

punctuation, but may also involve making changes to directly impact the intended audience or purpose for writing.

Each classroom's Learning Line is an essential element to teaching and learning in Writing: across a unit of work, children work with their teacher to co-construct a range of resources from planning sheets, vocabulary generation banks, sentence structure crib sheets, tools and rules resources and modelled/shared writing which is made available for children to independently draw on when creating their own pieces. This also drives children's accountability and independence in writing.



EYFS

Writing is taught as part of the Literacy area of the EYFS learning and development. Some aspects of writing also link to the Physical Development area. Children in Reception are taught handwriting through the PenPals Handwriting scheme linked to letter families. Children in Reception are taught to hear and write initial and end sounds first, then are taught to hear all sounds in CVC words. This then progresses through the year to writing a sentence. Children in Reception have adult-led book activities which link to their phonic ability. During this, the teacher will support them. Enhanced Provision activities are a variety of scaffolded opportunities linked to their book of the week/theme. Children have the opportunity to practise and apply what has been taught independently through continuous provision. Reception also take part in daily dough disco exercises which promote finger strength. Children will be assessed against the Early Learning Goals (see table below) at the end of the academic year.

The focus remains firmly on transcription and sentence meaning, oral composition before writing, correct letter formation, stamina and pencil grip, encoding using taught phonemes, and ensuring writing can be read by others.

Children who require longer to secure readiness for composition continue developing handwriting fluency and phonic encoding into KS1 rather than being rushed into extended writing. Vocabulary and spoken language development is prioritised throughout EYFS as the foundation of later written communication.



Reception Theme Subject Journey



ELG

Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



Transcription: Letter formation, placement and positioning

Physical development	Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases
Literacy	Write recognisable letters, most of which are correctly formed.

Composition: Planning, writing and editing

Literacy	Writing	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Expressive Arts and Design	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and teachers

Composition: Awareness of audience, purpose and structure

Communication and language	Speaking	Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
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Vocabulary, Grammar and Punctuation: sentence structure and tense

Communication and language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
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Vocabulary, Grammar and Punctuation: use of phrases and clauses

Communication and language	Speaking	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
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Composition: Poetry and performance

Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Composition: Non fiction		
Communication and language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

IMPACT

In addition to the outcomes shown on our curriculum tree the specific impact of the St Giles' and St George's Writing Learning Journey is that children will (as stated in the national curriculum):

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Our commitment to teaching writing is reflected in the significant progress and achievements of our pupils.

Measures of success:

- Progress is first evidenced through secure sentence construction, correct demarcation, accurate spelling of taught patterns and clear positioning of clauses for meaning.
- Cohort-dependent progression is expected:
Impact is judged by fluency and security, not the speed at which pupils reach extended compositions.
- Retention over time matters:
Pupils show they can apply prior skills independently across subjects — not just in the final unit outcome.
- Adaptive expectations:
Pupils who require longer securing transcriptional and sentence skills are supported without narrowing exposure to rich texts and vocabulary.

Children leave our school as confident writers who enjoy writing and understand themselves to be successful authors. They can draw upon an increasingly rich vocabulary, apply taught grammar and punctuation accurately, and make thoughtful choices about language to suit their purpose and audience.

Because writing skills are taught explicitly, revisited regularly and built cumulatively, pupils demonstrate strong retention of prior learning and confidently transfer skills across different writing contexts. They become increasingly independent in drafting, editing and improving their own work.

The consistent approach ensures that:

- pupils make strong progress from their individual starting points;
- teachers have a shared understanding of progression and expectations;
- assessment is closely matched to the taught curriculum;
- children develop resilience, pride and confidence as writers.

Ultimately, our pupils leave St. Giles' and St. George's equipped with the knowledge, skills and enthusiasm needed to continue their writing journey successfully, seeing themselves not simply as children who can write, but as children who are 'clever writers'.

Handwriting

Fluent

transcription is a key priority to free up working memory for composition; writing stamina and speed develop gradually over time. Children continue direct instruction in formation and joins until they are secure – there is no expectation of progression to extended writing until legibility and accuracy are consistent. Handwriting practice is short, daily and purposeful comprising of: rehearsal of joins, correct sizing and spacing, and connection to phonics and spelling patterns. Pupils who struggle with motor control continue with focused support beyond KS1, without impacting access to wider curriculum writing opportunities.

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities, across all subject areas. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific gross/fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their additional support plans.

In Reception and KS1, letter formation is taught using Penpals.

Joined handwriting is taught from the Summer Term in Year 1. All the joins will be taught by the end of Year 3, and from then, on children are encouraged to use joined handwriting for all their writing - notes and more formal pieces of writing. This way, children build on producing legible handwriting so that they are joining writing automatically, enabling them to focus on the content of their work rather than the process of transcription.

In order to start learning the joins, children first need to be forming individual letters accurately so that each letter ends in the correct place. They need to see the joins being written, before practising themselves. When children are secure in the use of all four joins, short bursts of regular practice will help to build up speed and fluency.

Once joins begin to be taught, handwriting sessions follow the sequence:

- Fine motor skills; hand and finger strength warm up
- Seating position
- Pencil grip (tripod grip)
- Teacher modelling
- Independence

Join	Letters in this box	No letters in this box	Joins taught
Diagonal join to ascender	a c e i l t	h k l t	ch, th, ck, al, el, at, il, ill, sk, st, ob, ol
Diagonal join, no ascender	a c d e i k l n t u	e i n r y	ai, ay, ir, er, ie, ue, ee, le, ar, ur, in, ut, ey, aw, an, ip
		a c d g s (anticlockwise letters)	ea, ig, dg, ng, ed, cc, eg, ic, ad, ug, dd, ag, as, es, os, ns, ds, is, ls, ts, ks
Horizontal join, no ascender	a v w	e i n p r u v w y	ow, ou, oe, ve, or, oi, oy, on, op, ov
		a c d g o s (anticlockwise letters)	so, sa, wa, wo, os, ag, ad, va, vo
Horizontal join, to ascender	o w	h	wh, oh
Break letters			
These letters do not join: g j x y z			

These are the four main joins and order that they are taught:

Spelling

In Reception and KS1, the children learn to spell as part of their daily phonics (Supersonic Phonic Friends) lessons where they learn to apply the sounds taught.

At our school, spelling is taught through the 'Emile' spelling programme, which follows a morphological approach. From Year 2 onwards, spelling rules and patterns are taught explicitly, enabling pupils to understand not only how words are spelt but also why they are spelt in particular ways. This approach develops pupils' understanding of word structure, including prefixes, suffixes and root words, supporting both spelling accuracy and vocabulary development.

Children in KS2 take part in two 20-minute spelling lessons each week, with each week focusing on a specific spelling rule or pattern. Lessons provide opportunities to explore, practise and apply the rule in a range of contexts. Pupils are then expected to apply their learning independently in their writing throughout the week, ensuring that spelling rule is embedded through purposeful use rather than isolated practice.

Alongside the Emile spelling sessions, pupils also participate in 'Firm Foundations' sessions three times a week, which include dictated sentences. These sessions provide regular opportunities to apply taught spelling patterns within meaningful sentences while simultaneously reinforcing handwriting, punctuation and sentence construction. This integrated approach supports pupils in transferring their spelling knowledge into fluent, accurate written work.

Word lists and visual prompts are used in classrooms to assist children with their spelling. In all work, spelling is given a high priority. Children are encouraged to use different strategies to help them spell correctly including phonics, use of word lists or mats and dictionaries. When marking work, teachers pick out spellings for children to correct.

Assessment

Progress is measured from the child's starting point, recognising that a slowed journey toward fluent independence can lead to stronger long-term outcomes.

The best form of assessment in writing is at the point of delivery, while pupils are working. This helps us to understand pupils' development as writers, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of writing may require additional teaching and reshape teaching to support this.

The assessment of pupils is formative based on pupil outcomes.

Exemplification materials are available to be used to moderate against in order to ensure that expectations and judgements are secure. Internal moderation will take place in all year groups.

If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the Teacher Assessment Frameworks "TAF"). We make summative judgements termly.

A range of genres/text types will be completed across the academic year so that an overview of a child's writing can be assessed. It is important to note that judgements against the TAF will be on a 'best fit' model. However, for writing, there are essential skills as well as the working towards statements that need to be met for working at Age Related Expectation to be achieved in each year group.

The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. They use their findings to support teachers to improve how they implement our writing curriculum.

Adaptive teaching strategies

To ensure all pupils can access our Writing curriculum and lessons, we make the following adjustments where necessary:

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks - sometimes from the previous year group objectives • Visual supports • Word banks/phonic maps • Split teaching • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Mark target spellings only • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • CalmBrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain/Sensory breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc.) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Gospel Values

Reception

Loving and Compassionate

How does Beegu show love and kindness?

Grateful and Generous

KS1

Loving and Compassionate

How does Princess Pearl show love and compassion by helping Zog and the other animals?

Whole School Yearly Overview

Why is it fun to explore new things, like Handa does on her walk?

Attentive and discerning

How can we be good listeners and pay attention to what's around us, just like Mr. Bear does when he's trying to sleep?

Learned and Wise

How do the skeletons learn new things as they go on their adventures at night?

Faith-filled and Hopeful

Why is it important to believe in yourself and know that you are special?

Intentional and Prophetic

How do the girls try to take care of the Bog Baby after they find him in the pond?

Curious and Active

How does Vlad's curiosity help him learn about the Great Fire of London?

Attentive and Discerning

How does Mr. Grinling pay close attention to make sure the lighthouse works and that the ships stay safe?

Learned and Wise

What does Sunny the meerkat learn when he travels to different places?

Faith-filled and Hopeful

How can having faith and hope help us turn something small into something beautiful, just like the tin forest?

Intentional and Prophetic

How does Lila's determination show that one person's actions can inspire change?

LKS2

Loving and Compassionate

How does Charlie show love and compassion to Harby, and why is it important to care for others even when they are different from us?

Grateful and Generous

What is one way we could make someone who feels lonely or new feel welcome in our school?

Curious and Active

How do Elliot and his friends show they are curious and active when they explore the world of the Maya gods?

Attentive and Discerning

How do Arthur and Rose learn to look beyond first impressions and make wise choices?

Learned and Wise

How can we be wise in handling difficult situations, like Rhodopis, and learn from our experiences?

Faith-filled and Hopeful

What gives Charlie the courage to face challenges he never expected, and what gives us hope when life feels difficult?

Intentional and prophetic

How do Tranio and Livia act intentionally and show courage in trying to escape the danger of Pompeii?

UKS2

Loving and Compassionate

How does Michael show love and compassion toward Skellig, even when he doesn't fully understand him?

Grateful and Generous

How does Hugo show gratitude and generosity through his relationships?

Curious and Active

How can we be curious enough to seek the truth and courageous enough to act on what we discover, just as the characters in Crater Lake do?

Attentive and Discerning

How does Sidney show he is attentive and discerning as he experiences life as a soldier, and what does this help him understand about war and bravery?

Learned and Wise

What do Olive's actions teach us about making good choices in difficult times?

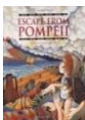
Faith-filled and Hopeful

How does Daniel keep his hope alive, even when he's faced with the mysteries of the Nowhere Emporium?

Intentional and Prophetic

What motivates the characters to protect the impossible creatures, and what does this teach us about speaking up for those who cannot speak for themselves?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception	Exploring writing through a range of different texts and tasks. Example texts:					
						
Poetry focus:	Poetry in Reception is explored though simple poems and rhyming, such as counting poems, rhyming games and nursery rhymes.					
KS1 A	Example texts – see appendices for complete journey					
						
Poetry focus:		Riddle		List poem		
KS1 B	Example texts – see appendices for complete journey					
						
Poetry focus:		Riddle		List poem		
LKS2 A	 Informal letter home Instructions Setting description	 Fact file on the Stone Age Retell in own words with dialogue	 Setting description – before and after  Persuasive letter	 Alternative chapter ending with dialogue focus Non-chronological report – rocks, fossils and soils	 Diary entry Setting description Explanation text – how plants grow	 Retell - 'The Egyptian...' Persuasive leaflet – Ancient Egypt
Poetry focus:		Diamante	Simile/word play			Haiku
LKS2 B	 Informal Letter home eBay advert Setting description	 Fact file on the Mayans Retell in own words with dialogue	 Setting description – before and after Persuasive letter 	 Alternative chapter ending with dialogue focus Non-chronological report - rainforests	 Diary entry Setting description Explanation text - digestive system	 Narrative - own Greek myth Persuasive leaflet – Ancient Greece
Poetry focus:		Kennings	Rhyming Couplet			Tetractys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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UKS2 A						Persuasive text based on Literacy Shed's The Planets Suspense narrative of choice (dialogue)
	Informal letter Setting description Diary entry	Non-chronological report - Space Retell from a different character's perspective	Setting description Persuasive letter Argument – selfless hero or manipulative leader?	Explanation text – Oceans and climate Alternative chapter ending with dialogue focus	Setting description Diary Non chronological report – fictional creature	
Poetry focus:		Cinquain	Free verse			Narrative
UKS2 B	 					Persuasive text - Keep the mines open Narrative based on Rock, Paper, Scissors short film.
	Informal letter Setting description Diary entry	Non-chronological report – WW2 Retell from a different character's perspective	Setting description Persuasive letter Argument – angel, owl-man or mythical creature?	Explanation text – Circulatory System Alternative chapter ending with dialogue focus	Setting description Diary Non-chronological report – Paris	
Poetry focus:		War	Personification			Narrative

Transcription: Handwriting	Autumn	Spring	Summer
Year 1	- Continue to practise letter formation with exit strokes using Penpals. - Introduce all capital letters	- Continue to practise letter formation with exit strokes using Penpals. - Practise all capital letters and 0-9	- Continue to practise letter formation with exit strokes using Penpals. - Week 1: Numbers 10-20 - Week 2: Practise ai unjoined - Week 3: Introduce diagonal join to letters no ascender, e.g: ai - Week 4: Practise ch unjoined - Week 5: Introduce diagonal joins to ascenders, e.g: ch - Week 6: Practise ow unjoined - Week 7: Introduce horizontal joins to no ascender, e.g: ow - Week 8: Practise wh unjoined - Week 9: Introduce horizontal joins to ascender, e.g: wh ch - Week 10: Consolidation
Year 2	- Week 1: Practising diagonal join to ascender: th, ch - Week 2: Practising diagonal join, no ascender: ai, ay - Week 3: Practising diagonal join, no ascender: ir, er - Week 4: Practising horizontal join to ascender: wh, oh - Week 5: Practising horizontal join, no ascender: ow, ou - Week 6: Consolidation - Week 7: Introducing diagonal join to e: ie, ue - Week 8: Introducing horizontal join to e: oe, ve - Week 9: Writing numbers 1–100 - Week 10: Consolidation	- Week 1: Introducing diagonal join to anticlockwise letters: ea - Week 2: Practising diagonal join to anticlockwise letters: igh - Week 3: Practising diagonal join to anticlockwise letters: dg, ng - Week 4: Introducing horizontal join to anticlockwise letters: oo, oa - Week 5: Practising horizontal join to anticlockwise letters: wa, wo - Week 6: Consolidation - Week 7: Introducing mixed joins for three letters: air, ear - Week 8: Practising mixed joins for three letters: oor, our - Week 9: Practising mixed joins for three letters: ing - Week 10 - Consolidation	- Week 1: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip - Week 2: Building on diagonal join to ascender: ck, al, el, at, il, ill - Week 3: Building on horizontal join, no ascender: oi, oy, on, op, ov - Week 4: Building on horizontal join to ascender: ok, ot, ob, ol - Week 5: Consolidation - Week 6: Building on diagonal join to anticlockwise letters: ad, cc, eg, ic, ad, ug, dd, ag - Week 7: Building on horizontal join to anticlockwise letters: oc, og, od, va, vo - Week 8: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks - Week 9: Capital letters - Week 10: Consolidation
LKS2	- Week 1: Practising joining through a word in stages: no ascenders or descenders - Week 2: Practising joining through a word in stages: parallel ascenders - Week 3: Introducing joining from r to an ascender: rb, rh, rk, rl - Week 4: Introducing joining from r, no ascender: ri, ru, rn, rp - Week 5: Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro - Week 6: Introducing joining from r to e: are, ere, ure, ore, ire - Week 7: Introducing break letters: g, j, y, f, b, p, x, z, y - Week 8: Consolidation	- Week 1: Introducing joining to f: if, ef, af, of - Week 2: Introducing joining from f to an ascender: fl, ft - Week 3: Introducing joining from f, no ascender: fe, fi, fu, fr, fy - Week 4: Introducing joining from f to an anticlockwise letter: fo, fa - Week 5: Introducing ff - Week 6: Introducing rr - Week 7: Introducing qu - Week 8: Consolidation	Summer term in Year 3 will focus on consolidation and practise of speed and fluency.
UKS2	From Year 4 onwards, handwriting will be practised regularly in the form of dictation, copying a short paragraph, or presenting a longer piece of work. Children will focus on: - Speed and legibility - Consolidation of joins - Developing their own style - Spacing - Consistency of letter sizes - Relative size of capitals - Handwriting for different purposes.		

Spelling Progression (taken from National Curriculum statements)

	Year 1	Year 2	LKS2	UKS2
Transcription: Spelling (Phonic and whole word)	Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which 1 or more spellings are already known Learn to spell common exception words Distinguish between homophones and near-homophones	Spell further homophones Spell words that are often misspelt Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	Spell some words with 'silent' letters Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

	Year 1	Year 2	LKS2	UKS2
Transcription: Spelling (Other word building)	Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un– Use –ing, –ed, –er and –est where no change is needed in the spelling of root words	Learning the possessive apostrophe (singular) Learn to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Show awareness of silent letters in spelling e.g. knight, write Use –le ending as the most common spelling for this sound at the end of words	Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Use dictionaries to check the spelling and meaning of words

Progression of skills and knowledge
(taken from National Curriculum statements) for KS1 progressions, see appendices.

	LKS2	UKS2
Composition: Planning	Use ideas from their own reading and modelled examples to plan their writing. Discuss and record ideas about writing similar to which they are planning	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note down and develop initial ideas, drawing on reading and research where necessary.

	LKS2	UKS2
Composition: drafting and writing	Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme (e.g. beginning, middle and end)	Select appropriate grammar and vocab to change and enhance meaning Use a wide range of devices to build cohesion within and across paragraphs. Use appropriate organisational and presentational devices (e.g. headings, bullet points, underlining).

	LKS2	UKS2
Composition: editing and evaluating	Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to vocabulary to improve consistency including accurate use of pronouns. Proofread for spelling and punctuation errors	Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

The following progression should be used to inform sentence crafting lessons in KS2

	LKS2	UKS2
Composition: Punctuation and grammar Text structure	Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play) Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.

	LKS2	UKS2
Composition: Punctuation and grammar Sentence structure	Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because) use 'a' or 'an' correctly throughout a piece of writing. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news).	Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun. Indicating degrees of possibility using adverbs (e.g perhaps, surely) or modal verbs (e.g. might, should, will, must). Use the passive voice to affect the presentation of information in a sentence. Know how words are related by meaning as synonyms and antonyms e.g. big, large, little and use these in their writing. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come ' in some very formal writing and speech)

	LKS2	UKS2
Composition: Punctuation and grammar Punctuation	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials. Punctuation of bullet points to list information.	Brackets, dashes or commas to indicate parenthesis. Use of commas and hyphens to clarify meaning or avoid ambiguity Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi- colon within lists.

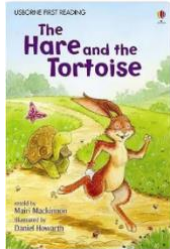
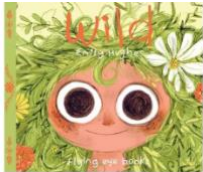
	LKS2	UKS2
Composition: Punctuation and grammar Sentence types (see resource document for examples and link to National Curriculum)	• Alliteration • Ad, same ad • _ing, _ed • Double ly ending • Personification • Emotion word, (comma) • Verb, person • If, if, if, then	• 3 _ed • Noun, which/where/who • The more, the more • 3 bad – (dash) question? • Metaphors • De:de • Some; others • Irony • Outside. (Inside.) • Imagine 3 • Figurative language

Appendices KS1 Y1 CYCLE A

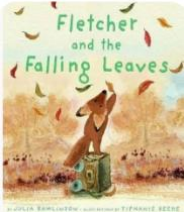
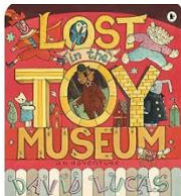
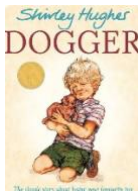
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

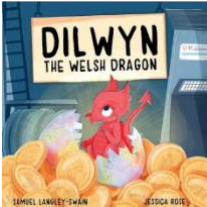
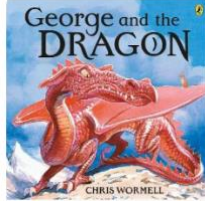
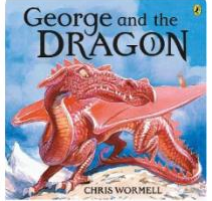
Autumn 1

Science – Human Body (Winter)				History- Toys		
Text and Genre				Retell- The Hare and the Tortoise 	Retell- We're going to find the Monster 	Retell- Wild 
	Handwriting Focus	Handwriting Focus	Handwriting Focus	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Handwriting – Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Use finger spaces between words.						
Year 1 Skills	l, i, t – h, b, p – r, n, m Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	c, o, a, d – (a), g, q Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	– e, s – u, y – v, w, k – f, j – x, z Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.
Year 1 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

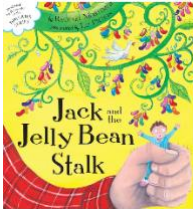
Autumn 2

Science -Materials				History- Toys		
Text and Genre	Retell- Fletcher and the Falling Leaves 	Retell- Paper Dolls 	Retell- Lost in the Toy Museum 	Retell- Toys in Space 	Retell- Dogger 	Instructions for Christmas biscuits/decorations 
Year 1 Genre Progression	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing
Handwriting - Form uppercase letters correctly, starting and finishing in the right place.						
Year 1 Skills	Think, say and remember a sentence that starts with an opener. (The, He). Write a sentence starting with an opener and ending with a full stop.	Think, say and remember a sentence that starts with an opener. (She). Write a sentence starting with an opener and ending with a full stop.	Think, say and remember a sentence that starts with an opener. (It, They). Write a sentence starting with an opener and ending with a full stop.	Use adjectives to describe a noun (size and colour). Use the conjunction 'and' to join two words. (The tree was tall and green).	Use a capital letter for names of people. (Dave, Bella.)	Write in the present tense (instructions).
Year 1 Spelling	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

Spring 1

Science- Animals/Classification (Spring)				Geography – The UK		
Text and Genre	Retell- Paddington at the Palace  Palace	Retell- Dilwyn the Welsh Dragon  Dragon	Retell- Finn MacCool  Scotland	Diary Entry- Katie in Scotland  Scotland	Retell- George and the Dragon  George and the Dragon	Character Description Of the Dragon  George and the Dragon
	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use time words. Chronological. Use information based on a real event/experience.	Simple recount of a day First person Past tense Dear Diary	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Name of character What they look like Simple adjectives (colour and size) Appearance and personality (appropriate words) Actions – what does your character do in the story? Present tense
Handwriting- My letters are close together when I write a word (snuggle my letters).						
Year 1 Skills	Use a wider variety of openers	Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly). Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).	Revision- Use a capital letter for names of people.	Use the personal pronoun 'I' (when writing a personal recount). To write in the first person, I, My, We).	Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) Use a question mark to demarcate a question sentence starting with Will and What.	Revision- Use adjectives to describe a noun (size and colour). Use the conjunction 'and' to join two words. (The tree was tall and green).
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Spring 2

Geography- The UK				Science – Plants		
Text and Genre	Retell- The secret Sky Garden 	The Little girl's diary 	Retell- Jack and the Jelly Bean Stalk 	Retell- Big Bad Owl 	Instructions for planting seeds 	Riddle- Food 
	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Simple recount of a day First person Past tense Dear Diary	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing	Riddle What am I? Openers New clue, new line. Present tense. Conjunction – and Tease the reader. Adjectives
Year 1 Genre Progression						
Handwriting- I fill the line with my writing.						
Year 1 Skills	Increase use of a variety of time word (time adverbial / time adverb) (Later, Soon, At last....)	Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).	Use 'and' to join words and to join clauses in sentences.	Revision- Use 'and' to join words and to join clauses in sentences.	Consolidation of previously taught skills.	Use new sentence openers - I have, I am, You (riddles).
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

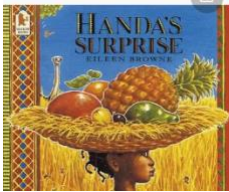
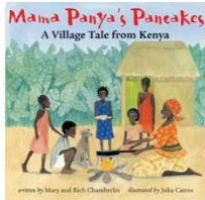
Summer 1

Science-Plants

Geography – Hot and Cold Climates (Kenya and Finland)

Ongoing Skills-

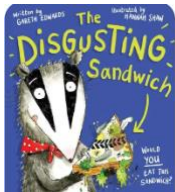
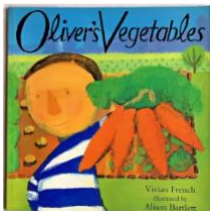
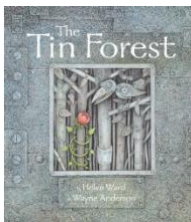
Check use of punctuation at the end of a sentence.
Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.
Addition of adjective to improve a sentence.

Text and Genre	Diary Entry- Bloom 	Retell- The Girl who planted Trees 	Retell- Catch It Literacy Shed https://www.youtube.com/watch?v=OilR9daVmBs 	Retell- Handa's Surprise 	Recount of trip to Peak Wildlife Park 	Retell- Mama Panya's Pancakes 
	Simple recount of a day First person Past tense Dear Diary	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use time words. Chronological. Use information based on a real event/experience.
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.						
Year 1 Skills	Revision-Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Focus on using the question words – Where and Who to begin a question sentence.	Use a capital letter for names of places and the days of the week.	Consolidation of previously taught skills.
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Summer 2

Science – Growing/Cooking

Geography – Hot and Cold Climates (Kenya and Finland)

Text and Genre	Retell- The Disgusting Sandwich 	Retell- Oliver's Vegetables 	Informal Letter- Clean Up (Letter to family at home.) 	List Poem- The Tin Forest 	Non- Chronological Report- Keeping Healthy 
	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Simple format (To, From) First person An informal greeting (Hi) Add a few sentences First sentence starts on a new line From on a new line and add my name For example, from Goldilocks to the bears Date	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.					
Year 1 Skills	Consolidation of previously taught skills.	Revision-Use a capital letter for the days of the week.	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.
Year 1 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>				

Appendices KS1 Y2 CYCLE A

It is imperative the children are using the Key Indicator Skills confidently and accurately. These are displayed in bold. If a teacher feels that these skills are not secure, new non-key indicators should not be taught and a Key Indicator (that is appropriate to the genre) should be revisited during the Skills Lesson. Continued formative assessment of the children's Star Writes will drive this judgement.

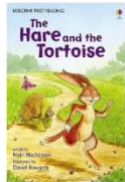
Autumn 1

Science – Human Body (Winter)

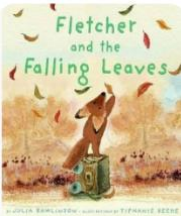
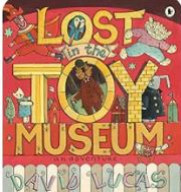
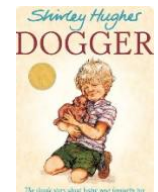
History- Toys

Ongoing skills-

Use the present and past tense correctly.

Text and Genre			Retell- The Fox and the Crow 	Retell- The Hare and the Tortoise 	Retell- We're going to find the Monster 	Retell- Wild 
Year 2 Genre Progression	Handwriting Focus	Handwriting Focus	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.
Handwriting –Lower case letters are the same height.						
Year 2 Skills	l, i, t – h, b, p – r, n, m c, o, a, d – (a), g, q Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. (Dictated sentences)	– e, s – u, y – v, w, k – f, j – x, z Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. (Dictated sentences)	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.	Use a wider range of openers at the start of my sentences.	Use a wider range of question openers and end with a question mark.	Consolidation of previously taught skills.
Year 2	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

Autumn 2

Autumn 2						
Science -Materials				History- Toys		
Text and Genre	Retell- Fletcher and the Falling Leaves 	Retell- Paper Dolls 	Retell- Lost in the Toy Museum 	Retell- Toys in Space 	Retell- Dogger 	Instructions for Christmas biscuits/decorations 
Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing
Handwriting - Leave equal spaces between words.						
Year 2 Skills	Use an expanded noun phrase (noun phrase) using one or more adjectives.	Use the conjunctions 'because', and 'and' in fiction writing.	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.	Use commas in a list	Consolidation of previously taught skills.	Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.
Year 2 Spelling	**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

Spring 1

Science- Animals/Classification (Spring)

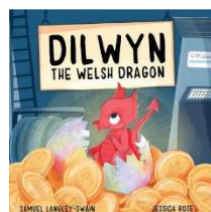
Geography – The UK

Text and Genre

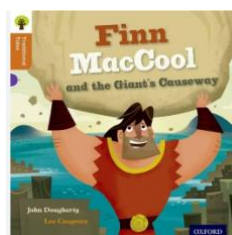
Retell- Paddington at the Palace



Retell- Dilwyn the Welsh Dragon



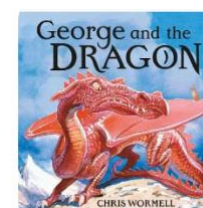
Retell- Finn MacCool



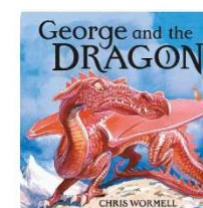
Diary Entry- Katie in Scotland



Retell- George and the Dragon



Character Description Of the Dragon



Year 2
Genre Progression

Use pictures as prompts
No comma would be used after the fronted adverbial opener until Year 3.

Use pictures as prompts
No comma would be used after the fronted adverbial opener until Year 3.

Use pictures as prompts
No comma would be used after the fronted adverbial opener until Year 3.

Dear Diary and date
Add in private / secret thoughts and feelings
First person (I, We, My)
Openers –
Past tense
Use time adverbials to show when things happened
Chronological order
Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question

Use pictures as prompts
No comma would be used after the fronted adverbial opener until Year 3.

Present tense
Separate character description
Describe how the character looks using adjectives and simple similes
Use because / when to describe their personality and actions
Use an ! in an exciting sentence
Include how other characters feel about the character I am describing
Say what I like / dislike about the character. Identify where – using prepositions Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed

Handwriting- Start using some of the horizontal strokes to join letters.

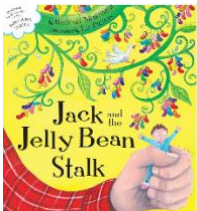
Year 2 Skills	Use the conjunction 'but'.	Revision-Use the conjunctions 'because', and 'and' in fiction writing.	Consolidation of previously taught skills.	I can use an apostrophe to show contraction in my written work.	Consolidation of previously taught skills.	Revision of using expanded noun phrases.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Spring 2

Geography- The UK

Science – Plants

Handwriting- Start using some of the horizontal strokes to join letters.

Text and Genre	Retell- The secret Sky Garden 	The Little girl's diary 	Retell- Jack and the Jelly Bean Stalk 	Retell- Big Bad Owl 	Instructions for planting seeds 	Riddle- Food 
Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives

Year 2 Skills	Consolidation of previous taught skills	Use when as an opener at the start of a sentence.	Recognise and write an exclamative sentence using What or How.	Use commas in a list (to list adjectives in a sentence).	Use if as an opener at the start of a sentence.	Use the conjunction 'or'.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Summer 1

Start compiling a list of words containing the suffixes -ment, -less, -ful, -ly and -ness and display on the Working Wall. Include in wagolls, star words and modelled writing.

Science-Plants

Geography – Hot and Cold Climates (Kenya and Finland)

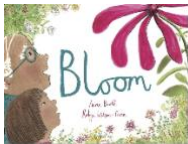
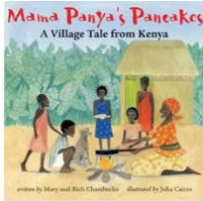
Ongoing skill-

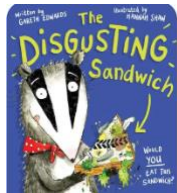
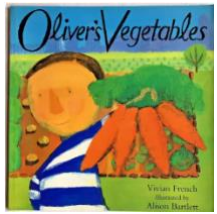
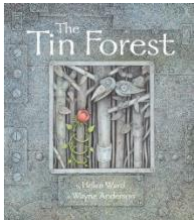
To use effective word choices and create a list of adjectives to describe a noun.

These skills may need to be taught in stand-alone spag lessons-

Write in the progressive present tense.

Write in the progressive past tense.

Text and Genre	Diary Entry- Bloom 	Retell- The Girl who planted Trees 	Retell- Catch It Literacy Shed https://www.youtube.com/watch?v=OilR9daVmBs 	Retell- Handa's Surprise 	Recount of trip to Peak Wildlife Park 	Retell- Mama Panya's Pancakes 
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Year 2 Genre Progression	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when....) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close	Chronological events 5w's to introduce Use proper nouns Details to interest the reader Exclamative sentence to close
	Handwriting- Start to join handwriting.					
Year 2 Skills	Revision of using 'when' and 'if' as openers.	Use an apostrophe to show singular possession.	Revision- Use an apostrophe to show singular possession.	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.	Use a comma to separate adjectives when describing a noun.	Consolidation of previously taught skills.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Summer 2						
Science – Growing/Cooking				Geography – Hot and Cold Climates (Kenya and Finland)		
Text and Genre	Retell- The Disgusting Sandwich	Retell- Oliver's Vegetables	Informal Letter- Clean Up (Letter to family at home.)	List Poem- The Tin Forest	Non- Chronological Report- Keeping Healthy	
						
Handwriting- Start to join handwriting.						

Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	A 'list poem' gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language
Year 2 Skills	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>				
	Consolidation of previouslt taught skills	Consolidation of previouslt taught skills	Consolidation of previouslt taught skills	Consolidation of previouslt taught skills	Use a question in non-fiction writing. Use the conjunctions 'because' and 'and' in non-fiction writing.
Year 2 Spelling					

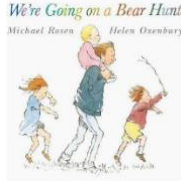
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science- Survival

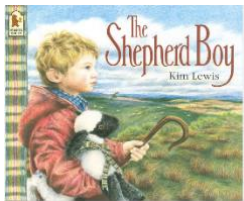
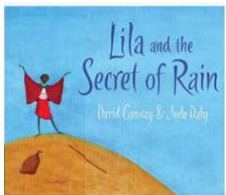
Geography- Weather

Text and Genre				Retell- Going on a Bear Hunt 	Retell- The Little Red Hen 	Retell- The Leaf Thief 
Year 1 Genre Progression	Handwriting Focus	Handwriting Focus	Handwriting Focus	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Handwriting – Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Use finger spaces between words.						
Year 1 Skills	l, i, t – h, b, p - r, n, m Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	c, o, a, d– (a), g, q Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	– e, s – u, y – v, w, k – f, j – x, z Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.
Year 1 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

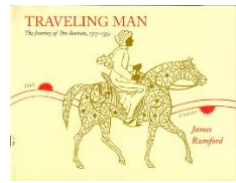
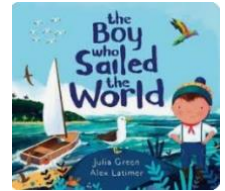
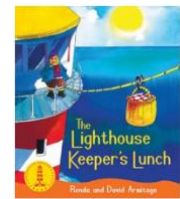
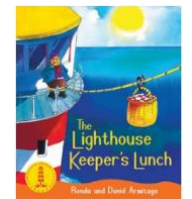
Autumn 2

Science -Materials

Geography -Weather

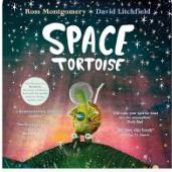
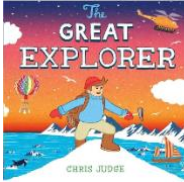
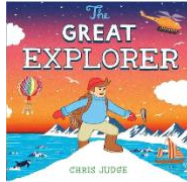
Text and Genre	Retell- Sheperd Boy 	Retell- Lila and the Secret of the Rain 	Retell- After the Storm 	Retell- A Thing Called Snow 	Retell- The Snowman (A section of the story-North Pole) 	Instructions- How to make the perfect Snowman 
Year 1 Genre Progression	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing
Handwriting - Form uppercase letters correctly, starting and finishing in the right place.						
Year 1 Skills	Think, say and remember a sentence that starts with an opener. (The, He). Write a sentence starting with an opener and ending with a full stop.	Think, say and remember a sentence that starts with an opener. (She). Write a sentence starting with an opener and ending with a full stop.	Think, say and remember a sentence that starts with an opener. (It, They). Write a sentence starting with an opener and ending with a full stop.	Use adjectives to describe a noun (size and colour). Use the conjunction 'and' to join two words. (The tree was tall and green).	Use a capital letter for names of people. (James, Father Christmas)	Write in the present tense (instructions).
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Spring 1

Spring 1						
Science- Living Things and Their Habitats				History- Explorers		
Text and Genre	Retell- Welcome Home Bear 	Retell- Jack and the Beanstalk 	Recount- Ibn Battuta 	Diary- The Boy who sailed the World 	Retell- The Lighthouse Keeper's Lunch 	Character Description- Mr Grinling 
	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use time words. Chronological. Use information based on a real event/experience.	Simple recount of a day First person Past tense Dear Diary	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Name of character What they look like Simple adjectives (colour and size) Appearance and personality (appropriate words) Actions – what does your character do in the story? Present tense
Handwriting- My letters are close together when I write a word (snuggle my letters).						
Year 1 Skills	Use a wider variety of openers	Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly). Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).	Revision- Use a capital letter for names of people.	Use the personal pronoun 'I' (when writing a personal recount). To write in the first person, I, My, We).	Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) Use a question mark to demarcate a question sentence starting with Will and What.	Revision- Use adjectives to describe a noun (size and colour). Use the conjunction 'and' to join two words. (The tree was tall and green).
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Spring 2

History-Explorers

Text and Genre	Retell- Space Tortoise	Diary Entry- Man on the Moon	Retell- Lost and Found	Retell- The Great Explorer	Instructions-How to be a Great Explorer	Riddle- Pets
						
Year 1 Genre Progression	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Simple recount of a day First person Past tense Dear Diary	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing	Riddle What am I? Openers New clue, new line. Present tense. Conjunction – and Tease the reader. Adjectives
Handwriting- I fill the line with my writing.						
Year 1 Skills	Increase use of a variety of time word (time adverbial / time adverb) (Later, Soon, At last....)	Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).	Use 'and' to join words and to join clauses in sentences.	Revision- Use 'and' to join words and to join clauses in sentences.	Consolidation of previously taught skills.	Use new sentence openers - I have, I am, You (riddles).
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Summer 1

History - The Great Fire of London

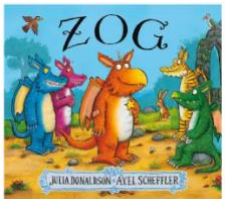
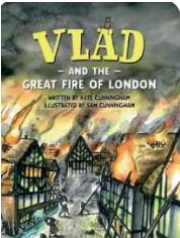
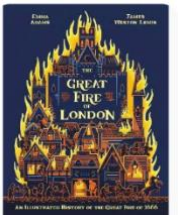
Science-Plants/Wildlife

Ongoing Skills-

Check use of punctuation at the end of a sentence.

Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.

Addition of adjective to improve a sentence.

Text and Genre	Diary Entry- Katie in London 	Retell- The Queen's Hat 	Retell- Zog 	Retell- Vlad and the Great Fire of London 	Recount of trip to Ford Green Hall 	Recount- The Great Fire of London 
	Simple recount of a day First person Past tense Dear Diary	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use time words. Chronological. Use information based on a real event/experience.
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.						
Year 1 Skills	Revision-Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Focus on using the question words – Where and Who to begin a question sentence.	Use a capital letter for names of places and the days of the week.	Revision-Use a capital letter for names of places and the days of the week.
Year 1 Spell	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Summer 2

Science – Growing Up				History – The Great Fire of London		
Text and Genre	Retell- Knight Owl 	Retell- Greta and The Giants 	Postcard/Informal Letter 	List Poem- Summer Use a range of images and/or a summer walk. 	Non- Chronological Report- The Seasons 	
	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Simple format (To, From) First person An informal greeting (Hi) Add a few sentences First sentence starts on a new line From on a new line and add my name For example, from Goldilocks to the bears Date	A ‘list poem’ gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense	
Year 1 Genre Progression	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Year 1 Spelling						

Appendices KS1 Y2 CYCLE B

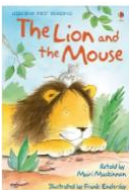
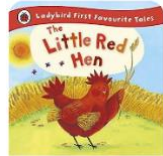
It is imperative the children are using the Key Indicator Skills confidently and accurately. These are displayed in bold. If a teacher feels that these skills are not secure, new non-key indicators should not be taught and a Key Indicator (that is appropriate to the genre) should be revisited during the Skills Lesson. Continued formative assessment of the children's Star Writes will drive this judgement.

Autumn 1

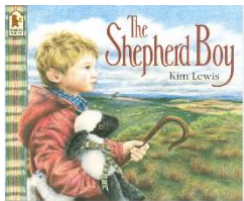
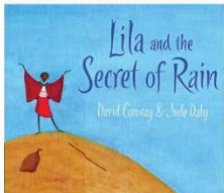
Science- Survival

Geography- Weather

Ongoing skills-
Use the present and past tense correctly.

Text and Genre			Retell- The Lion and the Mouse 	Retell- Going on a Bear Hunt 	Retell- The Little Red Hen 	Retell- The Leaf Thief 
Year 2 Genre Progression	Handwriting Focus	Handwriting Focus	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.
Handwriting –Lower case letters are the same height.						
Year 2 Skills	l, i, t – h, b, p - r, n, m c, o, a, d– (a), g, q Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. (Dictated sentences.)	– e, s – u, y – v, w, k – f, j – x, z Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. (Dictated sentences.)	Use a wider range of time words (time adverbial / time adverb) at the start of my sentences.	Use a wider range of openers at the start of my sentences.	Use a wider range of question openers and end with a question mark.	Consolidation of previously taught skills.
Year 2	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

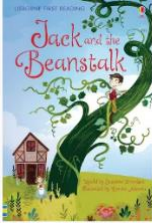
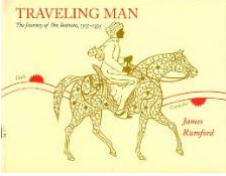
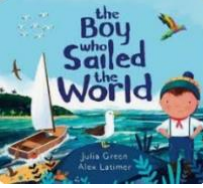
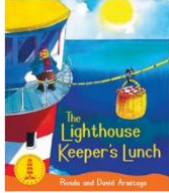
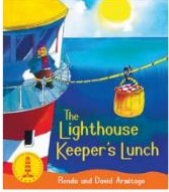
Autumn 2

Autumn 2						
Science -Materials				Geography -Weather		
Text and Genre	Retell- Sheperd Boy	Retell- Lila and the Secret of the Rain	Retell- After the Storm	Retell- A Thing Called Snow	Retell- The Snowman (A section of the story-North Pole)	Instructions- How to make the perfect Snowman
						
Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing
Handwriting - Leave equal spaces between words.						
Year 2 Skills	Use an expanded noun phrase (noun phrase) using one or more adjectives.	Use the conjunctions 'because', and 'and' in fiction writing.	Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.	Use commas in a list	Consolidation of previously taught skills.	Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					

Spring 1

Science- Living Things and Their Habitats

History- Explorers

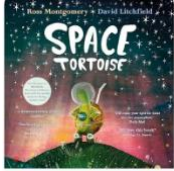
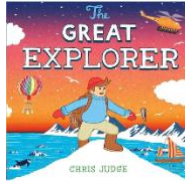
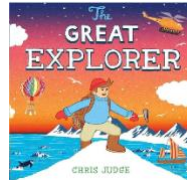
Text and Genre	Retell- Welcome Home Bear	Retell- Jack and the Beanstalk	Recount- Ibn Battuta	Diary- The Boy who sailed the World	Retell- The Lighthouse Keeper's Lunch	Character Description- Mr
						
Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I Details to interest the reader Exclamative sentence to close	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Present tense Separate character description Describe how the character looks using adjectives and simple similes Use because / when to describe their personality and actions Use an ! in an exciting sentence Include how other characters feel about the character I am describing Say what I like / dislike about the character. Identify where – using prepositions Select effective vocabulary and up level. Begin to experiment with word order in sentence structure, -ly adverbs to describe how an action was performed
Handwriting- Start using some of the horizontal strokes to join letters.						
Year 2 Skills	Use the conjunction 'but'.	Consolidation of previously taught skills.	Use the conjunctions 'because' and 'and' in non-fiction writing.	I can use an apostrophe to show contraction in my written work.	Consolidation of previously taught skills.	Revision of using expanded noun phrases.

Year 2 Spel Line	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023
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Spring 2

History-Explorers

Handwriting- Start using some of the horizontal strokes to join letters.

Text and Genre	Retell- Space Tortoise 	Diary Entry- Man on the Moon 	Retell- Lost and Found 	Retell- The Great Explorer 	Instructions-How to be a Great Explorer 	Riddle- Pets 
Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Title with question What you need Introduction with a question Command sentence / Imperative verbs as openers -ly adverb at the start of the sentence Top tip / warning Link to fictional writing	Riddle What am I? Openers New clue, new line. Present tense. , but Conjunctions – and, that, When, If, or, because. Tease the reader. Commas in a list. Adjectives
Year 2 Skills	Consolidation of previouslt taught skills	Use when as an opener at the start of a sentence.	Recognise and write an exclamative sentence using What or How.	Use commas in a list (to list adjectives in a sentence).	Use if as an opener at the start of a sentence.	Use the conjunction 'or'.
Year 2 Spel Line	*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

Summer 1

Start compiling a list of words containing the suffixes -ment, -less, -ful, -ly and -ness and display on the Working Wall. Include in wagolls, star words and modelled writing.

History - The Great Fire of London

Science-Plants/Wildlife

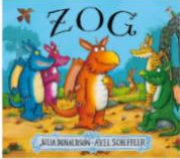
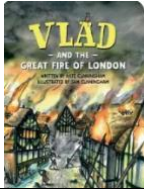
Ongoing skill-

To use effective word choices and create a list of adjectives to describe a noun.

These skills may need to be taught in a stand-alone spag lesson-

Write in the progressive present tense.

Write in the progressive past tense.

Text and Genre	Diary Entry- Katie in London	Retell- The Queen's Hat	Retell- Zog	Retell- Vlad and the Great Fire of London	Recount of trip to Ford Green Hall	Recount- The Great Fire of London
						
Year 2 Genre Progression	Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Openers – Past tense Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future (future tense using the conjunction 'If') and includes a rhetorical question	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Chronological events 5w's to introduce Use proper nouns Emotions to describe feelings (I was excited when....) Final statement (My favourite part was...) Details to interest the reader Exclamative sentence to close	Chronological events 5w's to introduce Use proper nouns Details to interest the reader Exclamative sentence to close

Handwriting- Start to join handwriting.

Year 2 Skills	Revision of using ‘when’ and ‘if’ as openers.	Use an apostrophe to show singular possession.	Revision- Use an apostrophe to show singular possession.	Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence opener.	Use a comma to separate adjectives when describing a noun.	Use the conjunctions ‘because’ and ‘and’ in non-fiction writing.
Year 2 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Summer 2						
Science – Growing Up				History – The Great Fire of London		
Text and Genre	Retell- Knight Owl 	Retell- Greta and The Giants 	Postcard/Informal Letter 	List Poem- Summer Use a range of images and/or a summer walk. 	Non- Chronological Report- The Seasons 	
	Handwriting- Start to join handwriting.					
Year 2 Genre Progression	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Use pictures as prompts No comma would be used after the fronted adverbial opener until Year 3.	Address and date (Given) Greeting (From a choice) Past tense Introduction (why you are writing) More details Final sentence written in the present tense (what the sender wants the recipient to do next) Signing off (given) Personal thoughts and feelings Informal (use contractions)	A ‘list poem’ gets its name from the fact that most of the poem is made up of a long list of things. A list poem usually has a few lines at the beginning, a list in the middle and a few lines at the end.	Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	
Year 2 Skills	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
	Consolidation of previouslt taught skills	Consolidation of previouslt taught skills	Consolidation of previouslt taught skills	Consolidation of previouslt taught skills	Use a question in non-fiction writing. Use the conjunctions ‘because’ and ‘and’ in non-fiction writing.	

Year 2 Spelling					
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Appendices - Progression of skills KS1



Autumn Term - Year 1 Entering

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Handwriting						
Sit at a table properly and hold my pencil correctly.						
I form lower case letters correctly, starting and finishing in the right place. a b c d e f g h i j k l m n o p q r s t u v w x y z						
All letters sit on the line.						
Tall letters (ascenders) touch the line above.						
Use short letters.						
Form uppercase letters correctly, starting and finishing in the right place. A B C D E F G H I J K L M N O P Q R S T U V W X Y Z						
Use finger spaces between words.						
Planning, Composition and Editing						
Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally).						
Think, say and remember a sentence that starts with an opener. (The, He, She, It, They).						
Think, say and remember a sentence that starts with a time word or an opener.						
Read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.						
Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).						
Correct any missing capital letters at the start of a sentence and for names of people.						
Grammar and Punctuation						
Write a sentence starting with a time word (time adverb / time adverbial) and ending with a full stop.						
Write a sentence starting with an opener and ending with a full stop.						
Time word / opener always starts with a capital letter.						
Use a capital letter for names of people.						
Use adjectives to describe a noun (size and colour).						
Use the conjunction 'and' to join two words. (The tree was tall and green).						
Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).						
Write in the past tense.						
Write in the present tense (character description / instructions).						
Spelling						
a	the	is	to	do	of	
put	I	was	today	his	has	
were	you	your	they	be	he	
me	she	we	no	go	so	
by	my	here	there	where	love	
come	some	one	once	ask	friend	
school	said	push	pull	full	house	
our						

Autumn Term - Year 1 Entering

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Spelling cont.

Use 'ed' suffix as past tense where no change is required to the root word.

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck (off, well, miss, buzz, back). I form lower case letters The / /

The /ŋ/ soundn spelt n before k (bank, think, honk, sunk)

The /v/ sound at the end of words (have, live, give)

-tch (catch, fetch, kitchen, notch, hutch)

Vowel digraphs and trigraphs

ai (rain, wait, train, paid, afraid)

oi (join, coil, point, soil)

ay (day, play, say, way, stay)

oy (boy, toy, enjoy, annoy)

a-e (made, came, same, take, safe)

i-e (five, ride, like, time, side)

oo (/u:/) (food, pool, moon, zoo, soon)

oo (/ʊ/) (book, took, foot, wood, good)

igh (high, night, light, bright, right)

Spring Term - Year 1 Developing

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Planning, Composition and editing			
Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What)			
Think, say and remember a sentence that starts with new time adverbial and ends with a full stop or an exclamation mark.			
Correct any misspelt Year 1 Common Exception Words.			
Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)			
Grammar and Punctuation			
Use the personal pronoun 'I' (when writing a personal recount).			
To write in the first person, I, My, We.			
Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).			
Use a wider variety of openers (Once upon a time...)			
Increase use of a variety of time words (time adverbials / time adverbs) (Later, Soon, At last....)			
Use a question mark to demarcate a question sentence starting with Will and What.			
Use 'and' to join words and to join clauses in sentences.			
Handwriting			
My letters are close together when I write a word (snuggle my letters).			
I fill the line with my writing.			
Spelling Vowel digraphs and trigraphs			
o-e (home, those, woke, hope, hole) Write in the past tense.			
u-e (June, rule, rude, use, tube, tune)			
ar (car, start, park, arm, garden)			
ee (see, tree, green, meet, week)			
ea (/i:/) (sea, dream, meat, each, read (present tense)			
e-e (these, theme, complete)			
er (/ɜ:/) (stressed sound) (her, term, verb, person)			
er (/ə/) (unstressed schwa sound) (better, under, summer, winter, sister)			
ir (girl, bird, shirt, first, third)			
ur (turn, hurt, church, burst, Thursday)			
oa (boat, coat, road, coach, goal)			
oe (toe, goes)			
ou (out, about, mouth, around, sound)			
ow (/aʊ/) (now, how, brown, down, town)			
ow (/əʊ/) (own, blow, snow, grow, show)			
ue (blue, clue, true, rescue, Tuesday)			
ew (new, few, grew, flew, drew, threw)			

Summer Term - Year 1 Secure

For the exclusive use of St Giles & St Georges Academy

Handwriting

Fill the line with writing and start a new line when there is not enough space to write the complete word.

Planning, Composition and Editing

Use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Check use of punctuation at the end of a sentence.

Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.

Addition of an adjective to improve a sentence.

Grammar and Punctuation

Use new sentence openers - I have, I am, You (riddles).

Focus on using the question words - Where and Who to begin a question sentence.

Use a capital letter for names of places and the days of the week.

Spelling

ie (/aɪ/) (lie, tie, pie, cried, tried, dried)

ie (/i:/) (chief, field, thief)

or (for, short, born, horse, morning)

ore (more, score, before, wore, shore)

aw (saw, draw, yawn, crawl)

au (author, August, dinosaur, astronaut)

air (air, fair, pair, hair, chair)

ear (dear, hear, beard, near, year)

are (/ɛə/) (bare, dare, care, share, scare)

ea (/ɛ/) (head, bread, meant, instead, read - past tense)

y (/i:/ or /ɪ/) (very, happy, funny, party, family) ea (/ɛ/) (head, bread, meant, instead, read - past tense)

Consonant spellings (ph) (dolphin, alphabet, elephant) wh (when, wheel, while)

Using k for the /k/ sound (Kent, sketch, kit, skin)

Adding the prefix - un (unhappy, undo, unload, unfair, unlock)

Compound words (football, playground, farmyard, bedroom, blackberry)

Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper)

Use the spelling rule for adding -s (plural of nouns and third person singular of verbs),

Use -er and -est where no change is needed in the spelling of root words (grander, grandest, fresher, freshest, quicker, quickest)

Adding s and es to words (plural of nouns and third person singular of verbs (cats, dogs, spends, rocks, thanks, catches)

Use the spelling rule for adding -s (plural of nouns and third person singular of verbs),

Autumn Term - Year 2 Entering

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Handwriting

Lower case letters are the same height.

Leave equal spaces between words.

Start using some of the diagonal strokes to join letters.

Planning, Composition and Editing

Discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Planning / saying out loud what they are going to write about.

Encapsulating what they want to say, sentence by sentence.

Grammar and Punctuation

Use a wider range of time words (time adverbials / time adverbs) at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use a wider range of question openers and end with a question mark.

Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.

Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.

Use commas in a list (to list nouns in a sentence).

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that' and 'and' in fiction writing.

Use the present and past tense correctly.

Spelling

Spell many of the Year 2 Common Exception Words

door	floor	poor	because	Mr
find	kind	mind	behind	Mrs
child	children	wild	climb	parents
most	only	both	old	Christmas
cold	gold	hold	told	money
every	everybody	even	great	half
break	steak	pretty	beautiful	again
after	fast	past	last	water
father	class	grass	pass	people
plant	path	bath	hour	busy
move	prove	improve	sure	clothes
sugar	eye	could	would	any
should	who	whole		

-c (s) (race, ice, cell, city, fancy)

-kn (n) (knock, know, knee)

-wr (r) (write, written, wrote, wrong, wrap)

-gn (n) (gnat, gnaw)

-dge (j) (badge, edge, bridge, dodge, fudge)

Autumn Term - Year 2 Entering

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Spelling cont.			
--ge (j) (age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy)			
The /ai/ sound spelt -y at the end of words (cry, fly, dry, try, reply, July)			
Contractions - can't, didn't, hasn't, couldn't, wouldn't, it's, he's, she's, I'll, he'll, we'll, she'll <u>homophones and near homophones</u> -there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/ son, to/too/two, be/bee, by/buy, blue/blew, night/knight			

Spring Term - Year 2 Developing

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Handwriting

Start using some of the horizontal strokes to join letters.

Planning, composition and editing

Write down ideas and key words.

Write narratives about personal experiences and those of others (real and fictional)

Write about real events.

Write poetry.

Note key ideas / new words / subject specific vocabulary.

Make simple corrections to my writing.
(spelling, punctuation marks and missing words / correct tense).

Grammar and Punctuation

I can use an apostrophe to show contraction in my written work.

Use the conjunction 'but'.

Recognise and write an exclamative sentence using What or How.

Use commas in a list (to list adjectives in a sentence).

Use a question in non-fiction writing.

Use when and if as openers/at the start of a sentence.

Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.

Use the conjunction 'or'.

Spelling

/le (table, apple, bottle, little, middle)

/l/ or /əl/ sound spelt -el at the end of words (camel, tunnel, squirrel, travel, towel, tinsel)

/l/ or /əl/ sound spelt -al (metal, pedal, capital, hospital, animal)

Words ending -il (pencil, fossil, nostril)

The /ɔ:/ sound spelt a before -l and ll (all, ball, call, walk, talk, always)

The /ʌ/ sound spelt o (other, mother, brother, nothing, Monday)

The /i:/ sound spelt -ey (key, donkey, monkey, chimney, valley)

The /ɒ/ sound spelt a after w (want, watch, wander) and qu (quantity, quality, squash)

The /ɜ:/ sound spelt or after w (word, work, worm, world, worth)

The /ɔ:/ sound spelt ar after w (war, warm, towards)

The /ɜ/ sound spelt s (television, treasure, unusual)

Words ending in -tion (shun) (station, fiction, motion, national, section)

adding -s and -es to nouns and verbs ending in -y (flies, tries, copies, babies, carries)

Summer Term - Year 2 Secure

For the exclusive use of St Giles & St Georges Academy

Handwriting			
Start to join handwriting.			
Planning, Composition and Editing			
Make simple additions to own writing.			
Make simple revisions to own writing.			
Grammar and Punctuation			
Use an apostrophe to show singular possession.			
Use a comma to separate adjectives when describing a noun.			
Use effective word choices and create a list of adjectives to describe a noun.			
Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.			
Write in the progressive present tense.			
Write in the progressive past tense.			
Spelling			
Adding - ed, -ing, -er and -est to a root word ending in -y with a consonant before it. (copied, copier, happier, happiest, cried, replied, copying, crying, replying).			
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. (hiking, hiked, hiker, nicer, nicest, shiny).			
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny).			
adding the suffix -ness (sadness, kindness, coldness, tenderness, weakness, goodness, happiness, emptiness, silliness).			
adding the suffix -ment to (development, enjoyment, employment, amusement, agreement, entertainment, amazement, payment, disagreement, merriment).			
adding the suffix -ly (badly, happily, weekly, quietly, carefully, , bravely, openly, merrily).			
adding the suffix -ful (careful, fearful, powerful, dreadful, wonderful, playful, beautiful).			
adding the suffix -less (hopeless, fearless, penniless, helpless).			