

Writing - Y2

Intent: We believe that **every child** at Old Fletton should be given the knowledge, skills and opportunities to become confident, secure and enthusiastic writers in a range of genres. Literacy units of learning allow for the children to read and understand related text types to enable them to be more informed writers, where progress in the learning and application of skills is clearly planned for across each unit and across year groups. All writing units have a clear and relevant purpose for the writing outcome. Grammar sessions are taught discreetly as the first part of a Literacy session under the acronym SUPER. (*Show, Understand, Practise, Embrace a challenge and Remember*) Where skills and knowledge are closely matched to the unit being delivered the links will be made explicit during the session. Spelling teaching is delivered through the Read Write Inc programme in ability groups and is tested regularly.

All children deserve a writing curriculum where clear skills are identified and planned for throughout **their** school journey, delivered in whole class sessions and is enhanced in other curriculum areas.



Handwriting	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
Composition - Planning, Writing and Editing	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation, e.g. to check that the ends of sentences are punctuated correctly.</p>
Awareness of Audience, Purpose and Structure	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Sentence Construction and Tense	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>
Use of Phrases and Clauses	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify, e.g. the blue butterfly.</p>
Punctuation	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>
Terminology	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>