

Writing Long Term Planning Year 1-2

| Year 1 Objectives | Year 2 Objectives |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>COMPOSITION</p> <p>-Write Sentences by:</p> <ul style="list-style-type: none"> ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense <p>-Discuss what they have written with the teacher or other pupils</p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Spell words containing each of the 40+ phonemes already taught ➤ Spell common exception words ➤ Spell the days of the week ➤ Naming the letters of the alphabet in order ➤ Using letter names to distinguish between alternative spellings of the same sound ➤ Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs ➤ Add prefixes and suffixes using the prefix un- ➤ Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest ➤ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> ➤ Sit correctly at a table, holding a pencil comfortably and correctly ➤ Form lower-case letters in the correct direction, starting and finishing in the right place with the correct relative size ➤ Form capital letters ➤ Form digits 0-9 ➤ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these ➤ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p>VOCABULARY</p> <ul style="list-style-type: none"> ➤ Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words <p>GRAMMAR</p> <ul style="list-style-type: none"> ➤ Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Capital letters, full stops, question marks and exclamation marks to demarcate sentences | <p>COMPOSITION</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes <p>-Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ➤ planning or saying out loud what they are going to write about ➤ encapsulating what they want to say, sentence by sentence ➤ writing down ideas and/or key words, including new vocabulary <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ➤ evaluating their writing with the teacher and other pupils ➤ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>-Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>SPELLING</p> <ul style="list-style-type: none"> ➤ Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ➤ Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ➤ Learning to spell common exception words ➤ distinguishing between homophones and near-homophones ➤ Learning the possessive apostrophe (singular): e.g. the girl's book ➤ Learning to spell more words with contracted forms ➤ Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly ➤ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far <p>HANDWRITING</p> <ul style="list-style-type: none"> ➤ Consistently Form lower-case letters of the correct size relative to one another ➤ Secure the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ➤ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ➤ Use spacing between words that reflects the size of the letters <p>VOCABULARY</p> <ul style="list-style-type: none"> ➤ Use expanded noun phrases to describe and specify: e.g. the blue butterfly <p>GRAMMAR</p> <ul style="list-style-type: none"> ➤ Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ➤ Use sentences with different forms: statement, question, exclamation, command ➤ Use the present and past tenses correctly and consistently including the progressive form ➤ Use some features of written Standard English <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences ➤ Commas to separate items in a list ➤ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name). |

