



## **Banks Lane Infant & Nursery English Curriculum (Writing)**



### **Intention**

English (reading, writing, speaking and listening) helps us to connect with our world and to find out more about it. It increases our power of thought and communication as well as the ability to express ourselves through words.

**Collaboration | Effort | Excellence | Respect  
And that we can make a difference**

### **Writing Experiences & Opportunities (Cultural Capital)**

The use of quality and thought-provoking texts are used as a starting point for our writing experiences. DEAL approaches are used to allow the children to fully explore these texts and really 'put the learning into themselves', so that a high level of engagement can take place. Children are given purposeful and frequent opportunities to write. They are taught the skills and knowledge needed to be able to write successfully, enabling their creativity to flow. We have a clearly set out phonics programme, planned spelling, punctuation and grammar progression and a clear set of steps for the teaching of handwriting that together allow for the children's skills and knowledge to develop. Our teaching of writing goes hand in hand with our teaching of reading. To be a great writer you need to immerse yourself in reading. This link is made clear to our children and is actively encouraged. Children's writing is celebrated and the 'growth mind-set' approach, along with our learning values, are intertwined into the writing process at Banks Lane Infant and Nursery School.

## Key Concepts Within Writing



1. **Fluency** -refers to the way individual words and phrases sound together within a sentence, and how groups of sentences sound when read one after the other.
2. **Transcription** –the act of putting down on paper. The main focus is spelling, punctuation, grammar and handwriting.
3. **Composition** –the way the writer crafts words, sentences and paragraphs to create a coherent work.
4. **Vocabulary** -encompasses the words that you can easily summon and use. A strong vocabulary facilitates precise writing and helps to avoid vague words.
5. **Encoding** -the process of using letter / sound knowledge to write)
6. **Communication** -expressing yourself clearly, using language with precision (words and sentence structure).
7. **Purpose** -the goal or aim of a piece of writing—persuade, inform, and entertain.



fluency



transcription



composition



vocabulary



encoding



communication



purpose



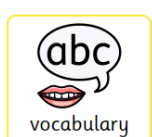
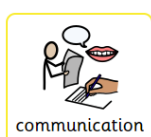
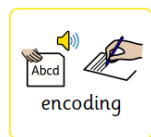
## EY Overview of Progression

### Educational Programme-EYFS Framework

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

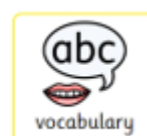
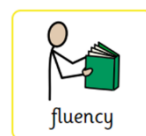
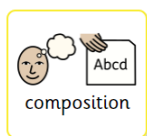
#### Development Matters - Nursery

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.



#### Development Matters - Reception

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.



#### Early Learning Goals

##### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

##### 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.

#### Autumn 1

Text: **The Colour Monster, Jack and the Flum Flum Tree**

Phonics: **baseline**  
s, a, t, p, i, n,

#### Autumn 2

Text: The Naughty Bus, The Paper Dolls, Stickman

Phonics;  
**Phase 2;** m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z

**Non-decodable words**  
**Read: (Set 1)**

#### Spring 1

Text: Max, Juniper Jupiter

**Phase 2;**  
zz, qu, ch, sh, th, ng, nk  
**Phase 3;**  
ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er,  
words with double letters,  
longer words, words with two

#### Spring 2

Text: How to Catch a Rainbow

**Phase 4;**  
Short vowels with adjacent consonants  
• CVCC CCVC CCVCC CCCVC  
CCCVC  
• longer words and compound words

#### Summer 1

Text: The Night Pirates

**Phase 4;**  
Phase 3 long vowel graphemes with adjacent consonants  
• CVCC CCVC CCCVC CCV  
CCVCC  
• words ending in suffixes:

#### Summer 2

Text: Whatever Next! The Way Back Home

**Phase 5;**  
/ai/ ay play  
/ow/ ou cloud  
/oi/ oy toy  
/ea/ ea each



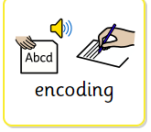
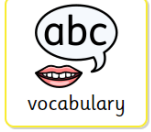
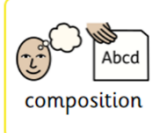




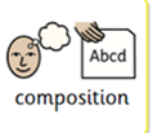
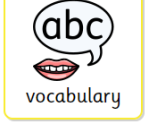
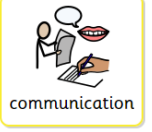



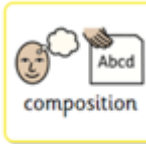

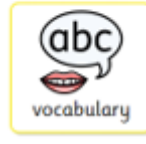
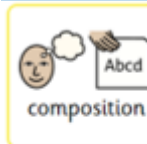




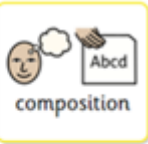
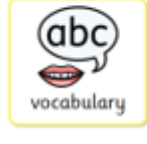

	<p>the to no go I</p>	<p>or more digraphs, words ending in –ing, compound words</p> <ul style="list-style-type: none"> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul> <p><b>Non-decodable words</b> <b>Read: (Set 2)</b> he, she, we, me, be, was, my</p> <p><b>Non-decodable words</b> <b>Write: (Set 1)</b> the, to, no, go, I</p>	<p>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p><b>Non-decodable words</b> <b>Read: (Set 3)</b> you, they, all, are, her</p> <p><b>Non-decodable words</b> <b>Write: (Set 2)</b> he, she, we, me, be, was, my</p>	<p>–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <p><b>Non-decodable words</b> <b>Read: (Set 4)</b> said, have, like, so, do, some, come</p> <p><b>Non-decodable words</b> <b>Write: (Set 3)</b> you, they, all, are, her</p>	<p><b>Non-decodable words</b> <b>Read: (Set 5)</b> were, there, little, one, when, out, what</p> <p><b>Non-decodable words</b> <b>Write: (Set 4)</b> said, have, like, so, do, some, come</p>
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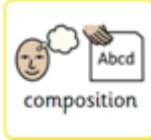

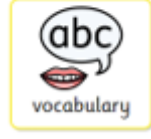
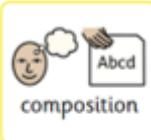





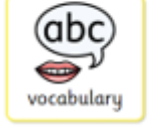

Narrative Immersion/ Magic Story Box:

<p>Text: <b>The Colour Monster, Jack &amp; the Flumflum Tree</b> Magic Story Box routine Key vocab: <b>effort, respect, health &amp; well-being, cure, collaboration, occupation, emergency, responsibility, preparation, journey, problem, solution, collaboration</b></p>	<p>Text: Stickman <b>Magic Story Box routine</b> Key vocab: community, belonging, investigate, empathy, habitat, protect, imagination, explore</p>	<p>Text: The Naughty Bus <b>Magic Story Box routine</b> Key vocab:</p>	<p>Text: The Day the Crayons Quit <b>Magic Story Box routine</b> Key vocab</p>	<p>Text: The Night Pirates <b>Magic Story Box routine</b> Key vocab: stealthy, imagination, adventure, ocean, setting, treasure, island</p>	<p>Text: The Way Back Home <b>Magic Story Box routine</b> Key vocab:</p>
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Year 1	Transcription	Composition	Handwriting	Vocabulary, Grammar & Punctuation
<p>1:1            Big Question: <b>How did the dinosaurs leave their mark on the world? What will your Year 1 footprint look like?</b>            Topic: <b>The Land before Time</b> Theme: <b>Forever changing</b>            Book: <b>Katie And the Dinosaurs</b></p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;"> transcription</div> <div style="width: 50%; text-align: center;"> composition</div> <div style="width: 50%; text-align: center;"> encoding</div> <div style="width: 50%; text-align: center;"> vocabulary</div> </div> <p><b>Review Phase 3 and 4;</b>            ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er,            words with double letters,            longer words, words with two or more digraphs, words ending in -ing, compound words</p> <ul style="list-style-type: none"> <li>• words with s /z/ in the middle</li> <li>• words with -s /s/ /z/ at the end</li> <li>• words with -es /z/ at the end</li> </ul> <p>Review Phase 5;            /ai/ ay play            /ow/ ou cloud            /oi/ oy toy            /ea/ ea each            Non-decodable words (Phase 2):</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;"> composition</div> <div style="width: 50%; text-align: center;"> purpose</div> <div style="width: 50%; text-align: center;"> fluency</div> </div> <p><b>Writing to Inform; Instruction</b>  <b>Writing to Entertain; Description</b>            Dinosaur descriptions, facts, DEAL; missing dinosaur egg hunt, instructions to help a dinosaur egg hatch, how to catch a herbivore/ carnivore</p>	<div style="text-align: center;"> transcription</div> <p><b>Letter families;</b> The Ladder Family - l, i, u, t, y j            The One-Armed Robot Family - n, m, h, k, b, p, r            Correct sitting at the table, posture and pencil grip            Full name writing practise</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;"> transcription</div> <div style="width: 50%; text-align: center;"> composition</div> <div style="width: 50%; text-align: center;"> vocabulary</div> <div style="width: 50%; text-align: center;"> communication</div> </div> <p><b>Punctuation;</b> separation of words with spaces, introduction to capital letters, full stops to demarcate sentences, capital letters for names and for the personal pronoun I <i>letter, capital letter, word</i>  <b>Sentence;</b> how words can combine to make sentence <i>sentence, full stop</i></p>

	<p>The, to, no, go, I Non-decodable words (Phase 3): He, she, we, me, be, was, you, they, all, are, my, her</p>			
<p>1:2 Big Question: <b>How do we all help each other?</b> Topic: <b>Into the Woods</b> Theme: <b>Respect</b> Book: <b>It Starts with A Seed, The Tree, The Gruffalo</b></p>	    <p>Phase 5; /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Non-decodable words (Phase 4): said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>	   <p><b>Writing to Inform;</b> Text: The Gruffalo, The Tree <b>Recounts</b> Individual recounts, DEAL; jumping into the picture (woodland scenes), what can you see</p>	 <p><b>Letter families;</b> The Curly Caterpillar Family – c, a, d, e, s, g, f, q, o The Zig-Zag Monster Family – z, v, w, x</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p>	    <p><b>Punctuation;</b> separation of words with spaces, introduction to capital letters, full stops to demarcate sentences, question marks, capital letters for names and for the personal pronoun I <i>letter, capital letter, word</i></p> <p><b>Sentence;</b> how words can combine to make sentence, joining words and joining clauses using 'and' <i>sentence, full stop</i></p>

	Days of the week			
<p>2:1 Big Question: <b>What can we learn from fairy tales?</b> Topic: <b>Once Upon A Time</b> Theme: <b>Actions/consequence s/right and wrong/keeping safe</b> Book: <b>Little Red Riding Hood &amp; Various Fairy Tales</b></p>	 transcription  composition  encoding  vocabulary <p>Phase 5: Phase 5; /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	 composition  purpose  fluency <p><b>Writing to Entertain; Story, Description</b> <b>Text:</b> Little Red Riding Hood LRRH character descriptions, Story Mountain, DEAL; story setting, child in role, re-tell of LRRH</p>	 transcription <p>Review of 'tricky' letters; a, m, s ascender letters; b, d, h, k descender letters; g, p, q, y</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Full name writing practise</p>	 transcription  composition  vocabulary  communication <p><b>Punctuation;</b> separation of words with spaces, introduction to capital letters, full stops to demarcate sentences, question marks, capital letters for names and for the personal pronoun I letter, capital letter, word</p> <p><b>Sentence;</b> how words can combine to make sentence <i>sentence, full stop</i></p> <p><b>Text;</b> Sequencing sentences to form short narratives</p>



	<p>Non-decodable words (Phase 5): Oh, their, people, Mr, Mrs, looked, called, asked, could CEW; of, is, his, has, says, today, your, by, here, there, where, love</p>			
<p>2:2 Big Question: <b>What makes a good leader?</b> Topic: <b>Marvellous Monarchs</b> Theme: <b>Fairness/British Values</b> Book: <b>Teeny Weeny Queenie</b></p>	<div style="display: flex; flex-wrap: wrap;"> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> </div> <p>Phase 5; /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> </div> <p><b>Writing to Entertain; Story, Description</b></p>	<div style="display: flex; flex-wrap: wrap;"> <div style="margin: 5px;"></div> </div> <p>Capital Letter Formation</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> <div style="margin: 5px;"></div> </div> <p><b>Word:</b> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) <i>word, singular, plural</i> Text; Sequencing sentences to form short narratives</p>



	<p>/z/ ze freeze schwa at the end of words: actor CEW; once, pull, full, house, our, ask, friend, school, put, push</p>			
<p>3.1 Big Question: <b>What makes a house a home?</b> Topic: <b>There's No Place Like Home</b> Theme: <b>Belonging/special people/diversity</b> Book: <b>On the Way Home, The House That Once Was</b></p>	<div data-bbox="443 416 595 560"></div> <div data-bbox="624 416 777 560"></div> <div data-bbox="443 576 595 719"></div> <div data-bbox="624 576 777 719"></div> <p>Phase 5; /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Revision of Phase Words and CEW</p>	<div data-bbox="875 416 1037 560"></div> <div data-bbox="1061 416 1223 560"></div> <div data-bbox="875 576 1037 719"></div> <p><b>Writing to Inform; Recounts</b> Text: On the Way Home; DEAL strategies to explore and understand the text, to plan our own story drawing from the structure of On the Way Home and to write then edit our own story. To write a recount following our trip to Staircase House.</p>	<div data-bbox="1290 416 1442 560"></div> <p>Numbers and number words</p> <p><b>First diagonal join; Ladder family;</b> l, i, u</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p>	<div data-bbox="1715 416 1868 560"></div> <div data-bbox="1877 416 2029 560"></div> <div data-bbox="1715 576 1868 719"></div> <div data-bbox="1877 576 2029 719"></div> <p><b>Punctuation:</b> introduction to question marks and exclamation marks <i>punctuation, question mark, exclamation mark</i> <b>Word;</b> How the prefix un- changes the meaning of verbs and adjectives</p>

3:2


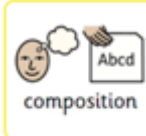


Big Question: **Do we have a responsibility to help future generations?**

Topic: **What a wonderful world!**

Theme:

**Responsibility/ flourishing**

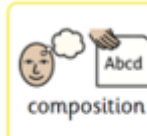

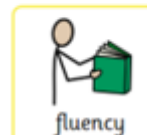
Book: **Bog Baby**

June: Phonics Screening Check


Revision of any issues brought up from the Phonics Screening Check

Revision of Phase Words and CEW

**Writing to Inform; Letter Writing to Entertain; Description**





**Text:** The Bog Baby; **DEAL;** jumping into the picture, trip to Bluebell Woods, Bog Baby description, child in role, conscience alley- to keep the Bog Baby or not? Letter to Chrissy-return the Bog Baby



**First diagonal join; One-Armed Robot Family;** n, m, h, k

**Curly Caterpillar Family;** c, a, d, e

Correct sitting at the table, posture and pencil grip  
Full name writing practise

**Punctuation:** introduction to question marks and exclamation marks  
*punctuation, question mark, exclamation mark*

**Sentence;** how words can combine to make sentence  
*sentence, full stop*

**Text;** Sequencing sentences to form short narratives



## Banks Lane Infant & Nursery School | Year 1 Writing End Points

Writing	Transcription	Composition	Handwriting	Vocabulary, Grammar & Punctuation
Year One	<p>Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• Name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• Add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>



**Children working below ARE**

**Children exceeding ARE**













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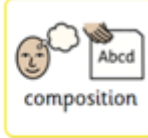
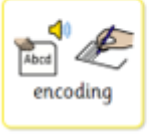
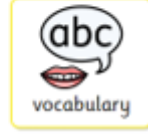






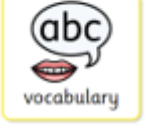



**Banks Lane Infant & Nursery School | Year 1 Writing Assessment**

<b>Year 1 Writing</b>		<b>Transcription</b>		<b>Composition</b>		<b>Handwriting</b>		<b>Vocabulary, Grammar and Punctuation</b>	
		<b>To spell:</b>		<b>Write sentences by:</b>				<b>Develop their understanding of the concepts set out in English Appendix 2 by:</b>	
Name		words containing each of the 40+ phonemes already taught							
		common exception words							
		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							
		using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs							
		using the prefix un-							
		using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]							
		apply simple spelling rules and guidance, as listed in English Appendix 1							
		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.							
		saying out loud what they are going to write about							
		composing a sentence orally before writing it							
		sequencing sentences to form short narratives							
		re-reading what they have written to check that it makes sense							
		discuss what they have written with the teacher or other pupils							
		read aloud their writing clearly enough to be heard by their peers and the teacher.							
		sit correctly at a table, holding a pencil comfortably and correctly							
		begin to form lower-case letters in the correct direction, starting and finishing in the right place							
		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.							
		leaving spaces between words							
		joining words and joining clauses using and							
		beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark							
		using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'							
		learning the grammar for year 1 in English Appendix 2							
		use the grammatical terminology in English Appendix 2 in discussing their writing.							



Year 2	Transcription	Composition	Handwriting	Vocabulary, Grammar & Punctuation
<p>1:1            Big Question: <b>Are mistakes always a bad thing?</b>            Topic: <b>London's Burning</b>            Theme: <b>Learning from the past</b>            Book: <b>Vlad, Katie In London</b></p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> transcription</div> <div style="text-align: center;"> composition</div> <div style="text-align: center;"> encoding</div> <div style="text-align: center;"> vocabulary</div> </div> <p>Review of Year 1 common exception words; assessment of reading and spelling of Yr1 CEW and Phase Words.</p> <p><b>Teaching of spelling;</b> The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words, the sounds /r/ spelt 'wr' at the beginning of words, the sound /s/ spelt 'c' before e, i and y, the sound /j/ spelt with '-dge' and '-ge' at the end of words, the sound /j/ often spelt with g before e, i and y, the sound /j/</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> composition</div> <div style="text-align: center;"> purpose</div> <div style="text-align: center;"> fluency</div> </div> <p><b>Writing to Inform; Recounts</b>  <b>Text:</b> Vlad, Katie In London            DEAL strategies to explore and understand the text, to plan our own story drawing from the structure of On the Way Home and to write then edit our own story. To write a recount following our trip to Staircase House.</p>	<div style="text-align: center;"> transcription</div> <p><b>Letter formation check and review;</b>  <b>First diagonal join;</b>  <b>Ladder family;</b> l, i, u  <b>One-Armed Robot Family;</b> n, m, h, k  <b>Curly Caterpillar Family;</b> c, a, d, e</p> <p>Correct sitting at the table, posture and pencil grip</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> transcription</div> <div style="text-align: center;"> composition</div> <div style="text-align: center;"> vocabulary</div> <div style="text-align: center;"> communication</div> </div> <p><b>Text;</b> Correct choice and consistent use of present tense and past tense throughout writing  <b>Sentence;</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but)  <b>Punctuation;</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  <i>tense (past, present)</i></p>

	<p>always spelt with 'j' before a, o and u</p> <p><b>Year 2 CEW;</b> door, floor, poor, because, find, kind, mind, behind</p>			
<p>1:2 Big Question: <b>A Victorian: more challenging than yours?</b> Topic: <b>What the Dickens?</b> Theme: <b>Differences and changes over time</b> Book: <b>Chimney Charlie, Oliver Twist</b></p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> transcription</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> composition</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> encoding</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> vocabulary</div> </div> <p><b>Teaching of spelling;</b> the sound /l/ spelt with '-le' at the end of words, the sound /l/ spelt with '-el' at the end of words, the sound /l/ spelt with '-il' and '-al' at the end of words, the sound /igh/ spelt with '-y' at the end of words, adding -ies to nouns and verbs ending in -y</p> <p><b>Year 2 CEW;</b> child, children, wild, climb, most, only, both, could, should, would, who, whole, any, many, clothes, busy</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> composition</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> purpose</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> fluency</div> </div> <p><b>Writing to Entertain; Story, Diary</b> <b>Writing to Inform; Explanation, Letter</b> Text: Chimney Charlie, Oliver Twist DEAL strategies to help us explore and understand the text, to plan our own story drawing from the structure of Chimney Charlie and Oliver Twist and to write then edit our own diary.</p>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> transcription</div> <p><b>Horizontal join;</b> One-Armed Robot Family; r Curly Caterpillar Family; o Zig-Zag Monster Family; v, w, x</p> <p><b>Second diagonal join (under);</b> One-Armed Robot Family; b, p</p> <p>Correct sitting at the table, posture and pencil grip</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> transcription</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> composition</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> vocabulary</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> communication</div> </div> <p><b>Sentence;</b> Subordination (using when, if, that, because) and co-ordination (using or, and, but) <b>Sentence;</b> Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <b>Punctuation;</b> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <i>noun, noun phrase</i></p>

2:1

Big Question: **Should we forgive others?**

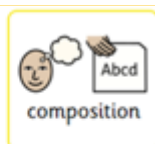
Topic: **Where the Dragons Dance**

Theme: **Culture/loss and forgiveness**

Book: **The Willow Pattern, Tell me a Dragon**



transcription



composition

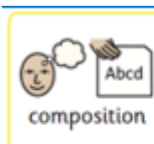


encoding

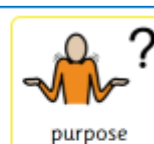


vocabulary

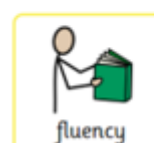
**Teaching of spelling;** the sound /u/ spelt with 'o', the sound /ee/ spelt with '-ey', the /o/ sound spelt with 'a' after w and qu, the stressed/er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w, the sound /zh/ spelt 's'  
**Year 2 CEW;** old, cold, gold, hold, told, every, everybody, people, water, again, half, money, Mr, Mrs, parents, Christmas



composition



purpose



fluency

**Writing to Entertain; Story writing, Character Description**

**Writing to Inform;**

**postcard about China**

Text: The Willow Pattern, Tell me a Dragon

DEAL strategies to help us explore and understand the text, to plan our own retelling of the story drawing from the language and structure of the book and to write then edit our own story.

To write a character description.

Writing a postcard including facts about China.



transcription

**Descender letter joins;**

Ladder Family; y, j

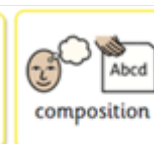
Curly Caterpillar Family; g, f,

q

Correct sitting at the table, posture and pencil grip



transcription



composition



vocabulary



communication

**Sentence;** Subordination (using when, if, that, because) and co-ordination (using or, and, but)

**Sentence;** Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]  
*noun, noun phrase*

**Punctuation;** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  
*statement, question, exclamation, command*



2:2 and 3:1

Big Question: **In the future, will wild animals only exist in picture books?**

Topic: **Into the Wild**

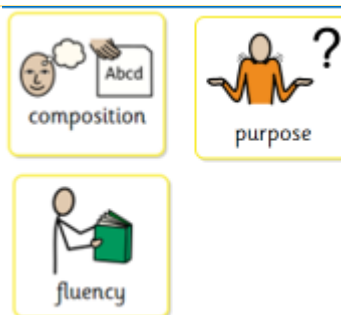
Theme: **Being respectful**

Book: **There's an Rang Tan in my Bedroom, The Clue is in the Poo, Interview with a Tiger and Other Clawed Beasts, Leaf**



**Teaching of spelling;** adding -ed, -er and -est to a word ending in -y with a consonant before it, adding -ing to a word ending in -y with a consonant before it, adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel, the sound /or/ spelt 'a' before l or ll, the suffixes -ment, -ness and -ful, the suffixes -less and -ly, words ending in -tion, contractions, the possessive apostrophe

**Year 2 CEW;** even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath



**Writing to Entertain; Story writing, letter writing Writing to Inform; Instructions**

**Book:** There's an Rang Tan in my Bedroom, The Clue is in the Poo, Interview with a Tiger and Other Clawed Beasts, Leaf

DEAL strategies to help us explore and understand the text, to plan our own retelling of the story drawing from the language and structure of the book and to write then edit our own story.

Letter of apology to Sophie's family.

How to look 'retrieve' a wild animal; instruction writing, hook-wild animal possibly in school, clues found-how will you lure it out? (Use of



**Fluency and speed practice;**

**First diagonal join;**

Ladder family; l, i, u, t  
One-Armed Robot Family; n, m, h, k  
Curly Caterpillar Family; c, a, d,

Correct sitting at the table, posture and pencil grip

**Fluency and speed practice;**

**Horizontal join;**

One-Armed Robot Family; r  
Curly Caterpillar Family; o  
Zig-Zag Monster Family; v, w, x

**Second diagonal join (under);**

One-Armed Robot Family; b, p

Correct sitting at the table, posture and pencil grip



**Word;** Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as -ful, -less  
Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs  
*Suffix, adjective, adverb, verb*

**Word;** Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]

Formation of adjectives using suffixes such as -ful, -less  
Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs  
*adjective, adverb, verb*

scientific knowledge e.g. carnivores, herbivores etc)

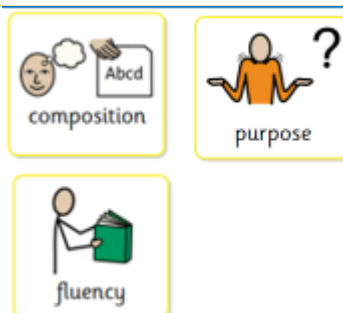
Punctuation; Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]  
Apostrophe, comma

3:2  
Big Question: **Do good things come in small packages?**  
Topic: **It's a Bug's Life**  
Theme: **Positive changes**  
Book: **The King of Tiny Things, Matisse's Magical Trail, Evelyn the Adventurous Entomologist**



**Teaching of spelling;** homophones and near homophones, conjunctions, months of the year/ time, question words, SPaG terms, contractions; to use apostrophes for contraction and possession

**Year 2 CEW;** hour, move, prove, improve, sure, sugar, eye



**Writing to Entertain; Poetry, Riddles**  
**Writing to Inform; script for a David Attenborough documentary**

**Text:** The King of Tiny Things, Matisse's Magical Trail, Evelyn the Adventurous Entomologist  
To write then edit our own mini-beast riddles.  
DEAL strategies to help us explore and understand the texts.



**Fluency and speed practice;**  
**Descender letter joins;**  
Ladder Family; y, j  
Curly Caterpillar Family; g, f, q

Correct sitting at the table, posture and pencil grip



**Punctuation;** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences  
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]  
*Apostrophe, comma*



		<p>Research, using non-fiction texts and the internet, minibeasts. Include facts discovered in a script for David Attenborough to read during a documentary about minibeasts.</p>		
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## Banks Lane Infant & Nursery School | Year 2 Writing End Points

Writing	Transcription	Composition	Handwriting	Vocabulary, Grammar & Punctuation
<p>Year Two</p>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>



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

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.  
Proof reading to check for errors in spelling, grammar and punctuation (for example ends of sentences punctuated correctly).  
Read aloud what they have written with appropriate intonation to make the meaning clear.

- grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

**Children working below ARE**

**Children exceeding ARE**

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# Banks Lane Infant & Nursery School | Year 2 Writing Assessment

Year 2 Writing		Transcription	Composition	Handwriting	Vocabulary, Grammar and Punctuation
Name	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	learning how to use both familiar and new punctuation correctly	using a range of punctuation marks to punctuate their writing
		learning to spell more words with contracted forms	learning the possessive apostrophe (singular) [for example, the girl's book]	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		distinguishing between homophones and near-homophones	add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		apply spelling rules and guidance, as listed in English Appendix 1 (helping, eating, quicker, quickest)	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		writing narratives about personal experiences and those of others (real and fictional)	writing about real events	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		writing poetry	writing for different purposes	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		planning or saying out loud what they are going to write about	writing down ideas and/or key words, including new vocabulary	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		encapsulating what they want to say, sentence by sentence	evaluating their writing with the teacher and other pupils	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		re-reading to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form.	Proof reading to check for errors in spelling, grammar and punctuation	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		Read aloud what they have written with appropriate intonation to make the meaning clear.	form: lower-case letters of the correct size relative to one another	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		start using some of the diagonal and horizontal strokes needed to join letters	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		use spacing between words that reflects the size of the letters	learning how to use both familiar and new punctuation correctly	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		sentences with different forms: statement, question, exclamation, command	expanded noun phrases to describe and specify (for example, the blue butterfly)	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		present and past tenses correctly and consistently including the progressive form	subordination (using when, if, that, or because) and co-ordination (using of, and, or but)	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		grammar for year 2 in English Appendix 2	some features of written Standard English	using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing
		use and understand the grammatical terminology in English Appendix 2 in discussing their writing.		using a range of punctuation marks to punctuate their writing	using a range of punctuation marks to punctuate their writing