



Sudbury Primary School Curriculum Overview for Lower Key Stage 2 2015-16 : Writing Long Term Plan for progression

National Curriculum objectives for Years 1 and 2 have been organised into a teaching sequence which is focused on progression of skills; some objectives will be easier to meet if other have been taught first. Some objectives lend themselves to particular text types and therefore need to be taught during a particular teaching unit, for example, narrative work or non-fiction writing. These are recorded separately in the plan. Similarly, some objectives are applicable to a number of text types and therefore need to be re-visited during the course of the year to ensure they are covered on all appropriate occasions. As far as possible, objectives which are similar between the two year groups have been organised within the same half term to support differentiation of teaching within a mixed age class.

	Year 1	Year 2
Autumn 1	<p>1. Sentences are rehearsed out loud before being recorded. <i>Opportunities for pupils to rehearse and plan their ideas through dialogue.</i></p> <p>2. Sentences are sequenced to create short narratives. <i>Again, rehearsal through speech should be carried out so that pupils can plan ideas, check for meaning and improve. This should continue throughout year/objectives.</i></p> <p>3. Basic information and ideas are conveyed.</p> <p>5. Message/main ideas can be identified.</p> <p>8. Vocabulary is simple and is similar to spoken word.</p> <p>9. Key words are repeated to communicate meaning.</p> <p>37. Leave spaces between words.</p> <p>38. Awareness of full stops and capital letters.</p> <p>39. Capital letters are used for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>40. Sentences are started with capital letters and finished with full stops.</p> <p>10. Uses names of people, places and things.</p> <p>16. Understand how words can be combined to form sentences.</p> <p>17. Main clauses recorded and are grammatically correct.</p> <p>18. Simple sentences created, usually opened with a noun or pronoun, or with an article such as <i>the, a, an.</i></p>	<p>1. Plans writing by talking about ideas and note taking. <i>Pupils should begin year by learning how to plan through speech, sharing ideas, checking for meaning when ideas are spoken and adding extra details/making improvements.</i></p> <p>2. Is able to write, review and improve.</p> <p>3. Can compose individual sentences orally and then write them down. <i>Opportunities for pupils to rehearse and plan their ideas through dialogue.</i></p> <p>41. Use of capital letters and full stops to demarcate sentences. Statements, commands, exclamations and questions are marked with question marks or exclamation marks.</p> <p>4. Personal experiences are written about.</p> <p>13. Key words are used to communicate ideas.</p> <p>25. Sentences can be sequenced to form a short narrative.</p> <p>26. The way in which sentences are opened is varied.</p>



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Autumn 2	<p>4. Basic purpose can be identified through use of some of the characteristic features of writing used. <i>This will need to be revisited for each purpose of writing studied. For example, pupils writing a letter, story, diary etc.</i></p> <p>6. Appropriate word choices are made (words that relate to topic). 7. Some descriptive language is used, e.g. colour, size. 19. Clauses are joined using <i>and</i>.</p>	<p>5. Some basic purpose established, e.g. main features of story, report, and poetry. 6. Can write for a variety of purposes. 7. Some appropriate features of the given form used and some attempts to adopt appropriate style. 18. Writing is organised in line with its purpose. <i>These objectives will need to be revisited for each purpose of writing studied. For example, pupils writing a letter, story, diary etc.</i></p> <p>9. Uses adjectives to add detail. 10. Uses nouns and pronouns for variety. 11. Uses adverbs for extra detail. 12. New vocabulary is used. 22. Co-ordinations is used (<i>or, and, but</i>). 23. Verbs to indicate time are used correctly and consistently. 24. Subordination is used, using <i>when, if, that, because</i>.</p>
Spring 1	<p>11. Phrases are included that indicate the opening of a text: Once upon a time, one day. 12. Phrases are included which indicate the closing of a text: the end. 13. Ideas are recorded in appropriate order: time sequenced or numbered. 41. Understand and explain the purpose of a question mark. 42. Understand and explain the use of an exclamation mark. 43. Question marks are beginning to be used at the end of questions. 44. Exclamation marks are beginning to be experimented with.</p>	<p>8. Brief comments, questions about events or actions suggest viewpoint 14. Past and present tense is used consistently throughout writing. 15. Use of the progressive form of verbs in the present and past tense to mark actions in progress (he was drumming, she is singing). 16. Ideas and material are sequenced through time-related words or phrases, line breaks, headings, numbers. 17. Openings and/or closings sometimes signalled. 42. Commas to separate items in a list. 43. Uses an apostrophe to show possession. 44. Use an apostrophe to show contraction.</p>
Spring 2	<p>14. Nouns are repeated to create connections between ideas. 15. Pronouns are used which relate to the main ideas to create connections.</p>	<p>19. Ideas in sections grouped by content, some linking by simple pronouns. 20. One sentence paragraphs are used. 21. Paragraphs contain one subject type sentence, followed by another sentence to provide more detail.</p>
Summer 1 and 2	<p>More opportunities for independent writing should take place during the Summer Term. Objectives which require more work for them to be embedded should also be recovered.</p>	



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<p>Spelling on-going – objectives to be worked on over year with reference made to year group spelling lists.</p>	<p>27. Name letters of the alphabet in order. 28. Use letter names to describe spellings of words. 29. Spell words containing 40+ learned phonemes. 30. Correct spelling of simple high-frequency words. 31. Phonetically plausible attempts at words with digraphs and double letters. 32. Sufficient number of recognisable words for writing to be readable. 33. Spell common exception words (the, said, one, two and the days of the week). 34. Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). 35. Write simple sentences dictated by the teacher. 36. Spell by segmenting words into phonemes and represent them with the correct graphemes.</p>	<p>29. Be able to make phonetically plausible attempts at words that have not yet been learnt. 30. Has an awareness that there is not always an obvious connection between the way a word is said and spelt. 31. Has an understanding of common homophones and can spell these correctly two, too, to, there, their. 32. Suffixes are added to word roots to spell longer words correctly –ment, -ness, -ful, -less, -ly. 33. Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. 34. Use spellings rules. 35. Use the prefix un. 36. Can present phonemes in a number of ways. 37. Spell common exception words correctly. 38. Spell contraction words correctly (can't, don't). 39. Use the possessive apostrophe. (singular) (for example, the girl's book) 40. Distinguish between homophones and near-homophones.</p>
<p>Ongoing</p>	<p>20. Sit and hold pencil correctly. Begin to form lower-case letters correctly. 21. Form capital letters. 22. Form digits 0-9. 23. Understand letters that are formed in similar ways. 24. Form lower-case letters of a consistent size. 25. Write capital letters and digits of consistent size. 26. Words are separated by spaces. 45. Work is read by the child and modifications to improve meaning. 46. Discuss writing with the teacher and other pupils. * Use and understand grammatical terminology in discussing writing: 47. word, sentence, letter, capital letter, full stop, punctuation, 48. Read aloud writing clearly enough to be heard by peers and the teacher.</p>	<p>27. Capital letters are written at a correct size, i.e. they are larger than lower-case letters. 28. Begin to join some letters. 45. Evaluations of writing are made with either the teacher or other pupils. 46. Use and understand grammatical terminology in discussing writing: singular, plural, question mark, exclamation mark. 47. Use and understand grammatical terminology in discussing writing:· verb, tense (past, present), adjective, noun, suffix, apostrophe. 48. Read aloud writing with some intonation.</p>



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