



George Dixon Primary School

Writing Progression Years 1 – 2 (from T4W)



	Year 1	Year 2
Transcription	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Common exception words in the Y1 Spelling appendix. - The days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> - Naming the letters of the alphabet in order - Using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> - 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 (e.g. helping, helped, helper) <ul style="list-style-type: none"> • Apply simple spelling rules and guidelines, 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. 	<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others. - 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 many common exception words - Learning to spell more words with contracted forms - Learning the possessive apostrophe (singular) [for example, the girl's book] - Distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words:</p> <ul style="list-style-type: none"> - – ment, - ness, –ful, –less, –ly <ul style="list-style-type: none"> • Apply spelling rules and guidelines, listed in Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • 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 • 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
Composition	<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 <ul style="list-style-type: none"> • 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 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - Writing simple coherent narratives about personal experiences and those of others (real and fictional) - writing about real events, recording these simply and clearly - 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 - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <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) <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear.



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Vocabulary, Punctuation and Grammar	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - 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 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing:</p> <ul style="list-style-type: none"> - Letter, capital letter, word, sentence, singular, plural, punctuation, full stop, capital letter, question mark, exclamation mark, simile, speech bubble, bullet points 	<p>• Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - 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) - Demarcate most sentences in their writing with Capital letters and full stops, and use question marks correctly when required <p>• Learning how to use:</p> <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify, e.g. the blue butterfly - The present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - The grammar for year 2 in English Appendix 2 - Some features of written Standard English <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing:</p> <ul style="list-style-type: none"> - noun, noun phrase, statement, question, exclamation, command (<i>imperative verbs</i>), compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma, <i>speech bubble</i>, <i>bullet points</i>, singular, plural, conjunction, alliteration, simile, generaliser
T4W Text Structure	<p>T4W – Fiction:</p> <ul style="list-style-type: none"> - Planning Tools: Story maps, story mountains - Plan opening around characters, setting, time of day and type of weather - Understanding of – beginning/middle/end to a story - Understanding of – 5 parts to a story o Opening Once upon a time... o Build-up One day... o Problem / Dilemma Suddenly/ Unfortunately, ... o Resolution Fortunately, ... o Ending Finally.... <p>T4W Non-fiction:</p> <ul style="list-style-type: none"> - Heading - <u>Introduction</u> (Opening factual statement) - <u>Middle Section(s)</u> – simple factual sentences around a theme, bullet points for instructions, labelled diagrams - <u>Ending</u> – concluding statement 	<p>T4W – Fiction:</p> <ul style="list-style-type: none"> - Secure use of planning tools: Story map, story mountain, story grids, 'Boxing-up' - Plan opening around character(s), setting, time of day and type of weather - Understanding 5 parts to a story with more complex vocabulary o Opening e.g. In a land far away.... One cold but bright morning.... Build-up e.g. Later that day... o Problem / Dilemma e.g. To his amazement... o Resolution e.g. As soon as Ending e.g. Luckily, Fortunately... o Ending should be a section rather than one final. <p>T4W Non-fiction:</p> <ul style="list-style-type: none"> - Secure use of planning tools: Text map / washing line / 'Boxing – up' grid - <u>Introduction</u>: Heading. Hook to engage reader, factual statement/ definition, opening question - <u>Middle section(s)</u> Group related ideas / facts into sections. Sub headings to introduce sentences /sections. Use of lists – what is needed / lists of steps to be taken bullet points for facts, diagrams - <u>Ending</u> Make final comment to reader, extra tips!/ Did-you-know?/ True or false?



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<p>T4W</p> <p>Word structure and Sentence construction (to include in model texts and teach)</p>	<ul style="list-style-type: none"> - Types of sentences: Statements, Questions, Exclamations - Simple conjunctions: and, or, but, so, because, so that, then, that, while, when, where - Also as openers: While..., When..., Where... - '-ly- openers – Fortunately, Unfortunately, Sadly, - Simple sentences – I went to the park. The castle is haunted. - Embellished simple sentences using well-chosen adjectives – The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. - Compound sentences join clauses using coordinating conjunctions and/or/but/so - Subordinating conjunctions – 'because', 'then' - Time conjunctions- then, first, next, after that, then, now, finally - Complex sentences (use of who – relative clause) Once upon a time there was a little old woman who lived in a forest. - Repetition for rhythm He walked and he walked and he walked. - Repetition for description – a green dragon, a fiery dragon - Prepositions – inside, outside, towards, across, under - Determiners – the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these - Adjectives – old, huge - Alliteration – dangerous dragon, slimy snake - Simple adverbs for extra detail of when and how (then, next, quickly, happily) - Nouns and pronouns for variety and to name people, places and things - Appropriate choice of new vocabulary relating to the subject - Similes – as tall as a house, as red as a radish, like a mountain 	<ul style="list-style-type: none"> - Types of sentences: Statements, Questions, Exclamations, Commands - '-ly' openers - Usually, Eventually, Finally, Carefully, Slowly, ... - Vary openers to sentences - Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill. - Secure use of compound sentences (Coordination) using: and/ or / but / so (coordinating conjunctions) - Complex sentences (Subordination) using: Drop in a relative clause: who/which; - Additional subordinating conjunctions: (what, while, when, where, because, then, so that, if, to, until) - Time Conjunctions- First, next, after that, then, now, finally, afterwards, meanwhile, soon, eventually, while, last week, this evening... - - Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis. - Expanded noun phrases to describe and specify. - List of 3 for description (He wore old shoes, a dark coat and a red hat.) - Prepositions – behind, above, along, before, between, after - Two adjectives to describe the noun – the scary, old woman... Squirrels have long, bushy tails. - Alliteration – wicked witch, slimy slug - Similes – like sizzling sausages ...hot like a fire - Adverbs for description: e.g. Snow fell gently and covered the cottage in the wood. - Adverbs for information e.g. Lift the pot carefully onto the tray. The river quickly flooded the town. - Generalisers for information: Most dogs... Some cats... - Formation of nouns: using suffixes such as –ness, –er - Formation of adjectives: using suffixes such as –ful, –less - Comparisons of adjectives and adverbs: using the suffixes –er and –est
<p>Alan Peat</p> <p>Sentence Types</p>	<p>Teaching points:</p> <ul style="list-style-type: none"> - All the Ws sentences - What/How +! Sentences: Begin with what followed by an adjective to describe the final words of the sentence. e.g. What a beautiful day! What an awful mess! How sentences just use the adjective, without the following noun. e.g. How beautiful! How awful! - 2A sentences: 2 adjectives before the noun. E.g. <i>Mr Twit was a dirty, horrible man.</i> - Simile sentence: Comparing one thing with another, using as...as... <i>Although the giant was as tall as a mountain, he wasn't frightening.</i> - 'ing' Sentences: Discuss verb starters E.g. Hopping and jumping, he made his way to the park. <p>Terminology:</p> <ul style="list-style-type: none"> - Simile- Link to poetry and explore figurative language. - Noun Phrases - Verb starter - Statement, question mark and exclamation mark - Coordinating conjunctions 	<p>Teaching points:</p> <ul style="list-style-type: none"> - Explicitly teach writing 4 sentence types: Command, statement, exclamation and question.... - 2A sentences: 2 adjectives before the noun. Can be extended to 4A with 2 adjectives before the second noun. <i>E.g. There was a dark, gloomy wood, with a small, crumbling cottage.</i> - BOYS sentences- 2-part sentence: The first part ends with a comma, and the second part starts with but / or / because / so. e.g. <i>She was happily playing a game, but got upset when she lost.</i> - List sentence: Has 3 or 4 adjectives before the noun. Commas between adjectives, (and can be used between the last two). e.g. <i>It was a cold, wet, miserable and misty morning.</i> - Similes: Comparing on thing with another using like and as, e.g. <i>The huge monster chased after the children like a tornado.</i> - Fronted Adverbial Sentences: Adverb to start the sentence, teach that a comma comes after. e.g. Silently, the swan swam across the lake. Suddenly, she glimpsed the elf amongst the tree roots. <p>Terminology:</p> <ul style="list-style-type: none"> - Expanded noun phrases - Compound sentences - List sentences can be adjectives as well as nouns. - Comma - Simile- Link to poetry and explore figurative language - Fronted adverbials - Full stop, question mark and exclamation mark