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| Close-up image showing the leaf-sides of two oversized books side-by-side on a bookshelf, with additional books in soft focus background |
| English - Writing  Long Term Overview  Year 2 |
| |  |  |  | | --- | --- | --- | | Our Lady and St. Hubert’s Primary School |  | October 18 | |

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Introduction

The following is a long-term overview combining all relevant areas needed to teach English writing within your year group. The document has been split into sections: all of which need careful consideration in order to successfully teach all areas of the English curriculum.

#### Long term planning

In order to develop a ‘unit of work’ teachers should consider the overall text type and how it fits in with their project based learning for that particular term. Once a text type has been selected, teachers should then consider the grammar, spelling and handwriting that is needed, to create an immersive ‘unit’ of work.

Teachers should keep track of units taught, by updating their long-term overview: copies of which will be required by the English Lead.

#### Medium Term Planning

Once decisions have been made on the elements being taught in each unit, teachers should create a medium term plan – showing careful consideration of the grammar and spelling needed. This will aid short term planning and ensure all elements of the English curriculum are taught.

#### Short Term Planning

Weekly plans are to be used alongside medium term planning, so that focused learning objectives can be created for lessons. Example weekly plans can also be found in this document.

#### Assessment

Assessment grids found in this document should be used to assess children’s current level. This should be completed across a range of work and therefore work completed in class should be regularly assessed using bookmarks in Big Writing books.

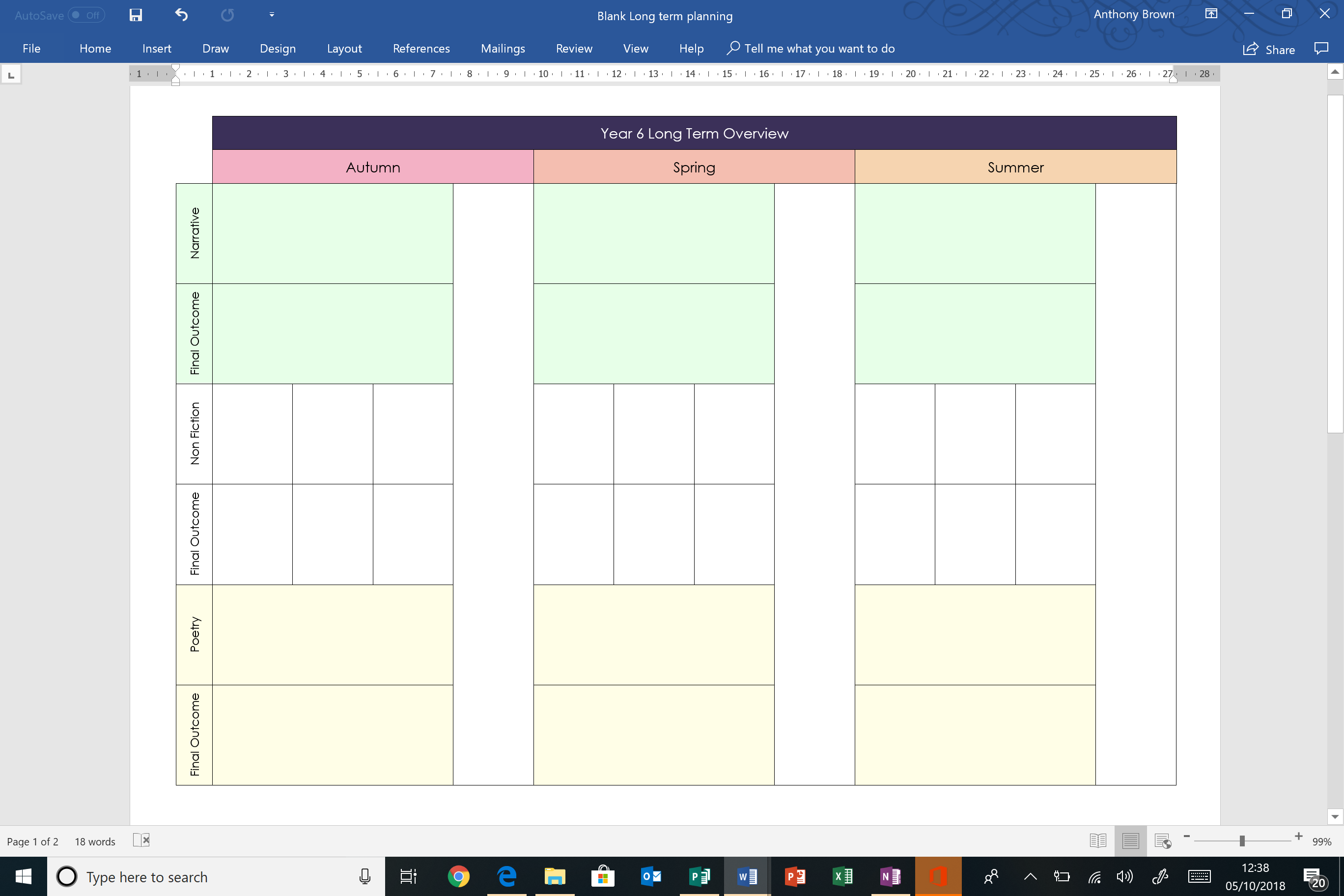
# Long term Planning

Year 2

Long Term Overview

These text types should be covered in detail across the year, but not necessarily in the order below. Choose which unit fits with your PBL and begin to map using the long-term overview on the next page. Long term overview maps, also allocate time for exploration of other text types that fit with the work you are completing in class or for ‘writing for real’ projects. Units do not have to be taught in three week blocks – think carefully about how long needs to be spent on each unit and fit into the long term overview accordingly.

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| **Text type units for Year 2** | | | | | | | |
| **Narrative** | At least 3 genres to be taught across the year | | | | | | |
| Fantasy | Traditional tales with a twist | | Adventure stories | Mystery | | Familiar Settings |
| **Non‐fiction** | Instructions | Recount | | Non-Chronological reports | Explanation | | Persuasion |
| **Poetry** | Poems Free verse  (PBL Link) | | Poems with a structure | | | Classic poetry (appropriate to age)  (Children study/perform) | |



Grammar Scheme of Work

This document provides a way of approaching and teaching grammar across primary education in a thematic and creative way. The objectives can be taught discreetly, however, they can be taught, practised and reinforced throughout the curriculum, and do not need to be taught in isolation.

*This grammar curriculum is linked to new English National Curriculum and key school resources: Pie Corbett’s Talk for Writing; Grammar for Writing, Rising Stars Grammar, Punctuation and Spelling; Alan Peat’s Get Your Head Around Punctuation (GYHAP) and Alan Peat’s Writing Exciting Sentences (WES).*

|  |  |  |
| --- | --- | --- |
| Year 2 Grammatical knowledge and skills | Stage of year group in which stage would typically be taught and resource to match teaching strategy | |
| **Children in this year group should be:**   * **Regularly using Talk for Writing in their literature and cross curricular lessons in order to develop inherent language systems and confidence sounding out sentences.** * **Children to be developing more complex sentences types and using a variety of sentences structures.** * **Working within the RML framework in order to develop spelling, writing and reading skills.** * **Be able to access writing opportunities, in a variety of contexts, throughout the year.** * **Be building on the foundations of Reception and Year 1, and looking to introduce children to the whole school elements of literacy which are seen in Key Stage 2.** | | |
| **Vocabulary:** build on Year 1 learning and begin to use more ambitious vocabulary for effect and purpose. Make careful vocabulary choices and use basic vocabulary correctly in spoken and written sentences e.g. *The mysterious spider was about to make a deadly leap for his prey.*  **Sentence grammar:** Children to be able to recognise simple sentence types and their terminology “exclamation, question etc.” Children are to be using more complex sentence structures. Children to be using complex sentences and different sentence structures to make writing lively and interesting. Vary for effect.  **Spelling:** children are using phonic strategies to help them spell unfamiliar words. Fluency and accuracy with common high frequency words is showing positive development and progress. Children to attempt to spell longer more unfamiliar words using phonic strategies or spelling “rules”... not guessing.  **Punctuation:** punctuation to mark sentences – full stops, capital letters and question marks – is used consistently in teaching and now expected in writing. Children to be using the comma in lists and to separate clauses. Children also, to begin to use speech marks and apostrophes in writing. | | |
| To proofread – check the draft for spelling and punctuation errors, omissions and repetitions. | | Continuous throughout Year 6 |
| To read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, commas, exclamation marks) | | Year 2  *(Reinforced through Talk 4 Writing)*  WES pg 33 |
| To reread own writing to check for grammatical sense (cohesion) and accuracy (agreement) – identify errors and suggest alternative constructions. | | Year 2  *(Reinforced through Talk 4 Writing)* |
| To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are;  To use simple gender forms, e.g. his/her correctly;  To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration | | Year 2  *(Reinforced through Talk 4 Writing)* |
| Children to build on Year 1 and be showing regular, accurate use of adverbial openers (‘ly’ openers), e.g. *Suddenly,* *Quickly, Joyfully, Happily.* | | Year 2 (low) |
| Children should be using commas to demarcate clauses e.g. be using them after **“ly”** openers. | | GYHAP page 69 |
| To use commas to separate items in a list  To use exclamation marks to denote strong emotion | | High Year 2  GYHAP pg 69  High Year 2  GYHAP pg 29 |
| Expectation regarding sentence construction increase. Children to be using adjectives and adverbs to add detail to sentences.  **Adjectives:**  *The boys ran to the dark, mysterious cave.*  *Introduce children to whole school concept of 2A sentences:* Using two adjectives before a noun.  *E.g. The scary, vicious dog sat chewing the juicy, meaty bone.*  *(and list sentences)*  **Adverb:**  *E.g. The boys ran quickly out of the haunted house.*  *The mermaid swam quickly and elegantly*  *Children may also look to start writing “list 3 for description sentences”*  *E.g. The spider had scary eyes, long hairy legs and a vicious bite.* | | Year 2 (low)  Year 2 (higher) WES pg 13  WES page 43  WES page 39  Year 2 |
| Children to move away from repetitive use of non-descriptive verbs (went, got, did etc.) be choosing interesting verbs to make wiring lively and interesting:  *E.g. The dragon flew to his nest. The lion roared loudly. The girl hurried to class. The volcano erupted viciously.* | | Year 2 low |
| Children are also to maintain continuous form of verbs in the present and past tense.  E.g. **Past:** The volcano was erupting. The sea was crashing against the rocks.  **Present:** The dinosaur is growling at his prey. She is shouting! | | Year 2 |
| To use a greater variety of connectives to join 2 sentences  Connectives:   * Understand a connective joins two main clauses together * Use a variety of connectives to join sentences (if, because, when, although). * BOYS sentences. Using but, or, yet, so (coordinating conjunctions). Essentially... using connectives to join two main clauses.   The boy had run out of milk, **so** he set off to the shops. | | Low Year 2  Mid/High Year 2  WES pg 11 |
| Children to be more regularly experimenting with complex sentences. This should be encouraged in Talk 4 Writing sessions. “***who” “which” sentences***  *Once upon a time there were three bears,* ***who*** *lived in a cottage.*  *The volcano, which is made from rock, erupted.* | | Year 2 mid  WES pg 31 |
| To use capitalisation for other purposes e.g. for personal titles *(Mr, Miss),* headings, book titles, emphasis | | Year 2 |
| To write in clear sentences using capital letters and full stops accurately. | | Year 2  GYHAP Full Stops pg 9 |
| To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys, to indicate sequences and relationships. | | Year 2 |
| To identify speech marks in reading, understand their purpose, use the term correctly. | | Year 2 |
| To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings | | Year 2 |
| To build on Year 1’s introduction of similes and alliteration. Children to use these devices for effect.  *E.g. The volcano burned like a fierce fire. The scary sea roared like a lion.* | | Year 2  WES page 15 |
| Children vary sentence length for effect (long and short sentences).  The scared heard a deadly and vicious roar. It was close! It was a dinosaur!  Long sentences for detail – short sentences for effect. | | Year 2  WES page 55 |
| To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet. | | Year 2  WES page 41 |
| To turn statements into questions, learning a range of “wh” words, typically used to open questions: *what, where, when, who*, and to add question marks. | | Year 2  WES page 41 |
| To understand and use the terms “noun”, “adjective” and “verb”  Use adverbs in sentences to modify and change verbs. | | Mid/high Year 2  High Year 2/Low Year 3  WES page 39 |
| To use the term “adjective” appropriately and to understand the function of adjectives in sentences through:   * Identifying adjectives in shared reading * Discussing and defining what they have in common i.e. words which qualify nouns * Experimenting with deleting and substituting adjectives and noting the effects on meaning * Collecting and classifying adjectives, e.g. for colours, sizes, moods * Experimenting with the impact of different adjectives through shared writing * Using two adjectives before a noun. 2A sentences.   E.g. The scary, vicious dog sat chewing the juicy, meaty bone. | | High Year 2  WES page 13 and 43 (higher ability may move on to page 17)  WES pg 13 |
| Children to be introduced to apostrophes and use to show ownership and contraction.  *E.g. The boy’s pet dinosaur.*  *e.g. Can’t, don’t, won’t etc.* | | Year 2 mid  GYHAP page 59 |
| Children to be expanded noun phrases:  *e.g. lots of candy* | | Year 2 |
| Children to be maintain tense accurately and consistently. | | Year 2 |

Spellings

The following is a list of spellings for the year group. All rules must be taught across the year, so no gaps are created. Spellings should be selected carefully so that they relate with the English unit being taught – careful consideration should be given to possible links with any *Project Based Learning.* Resources for each week can also be found in the English area of Sharepoint.

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| **Year 2** | | | | | |
| **Common Exception Words** | | | | | |
| Door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas. | | | | | |
| **Spelling rules/ Patterns** | | | | | |
| 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  (A fuller list of **suffixes** can be found in the Year 2 spelling section in English Appendix 1)  Use of the **suffixes** –er, –est in **adjective**s and the use of –ly in Standard English to turn adjectives into **adverbs** | | | | | |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **Homophones and near-homophones** | **The /s/ sound spelt c before e, i and y** | **The /n/ sound spelt kn and (less often) gn at the beginning of words** | **The /r/ sound spelt wr at the beginning of words** | **The /l/ or /əl/ sound spelt –le at the end of words** | **The /l/ or /əl/ sound spelt –el at the end of words** |
| It is important to know the difference in meaning between homophones. |  | The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago. | This spelling probably also reflects an old pronunciation. | The –le spelling is the most common spelling for this sound at the end of words. | The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s. |
| there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight | race, ice, cell, city, fancy | knock, know, knee, gnat, gnaw | write, written, wrote, wrong, wrap | table, apple, bottle, little, middle | camel, tunnel, squirrel, travel, towel, tinsel |

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| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **The /l/ or /əl/ sound spelt –al at the end of words** | **Words ending –il** | **The /aɪ/ sound spelt –y at the end of words** | **Adding –es to nouns and verbs ending in –y** | **Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it** | **Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it** |
| Not many nouns end in –al, but many adjectives do. | There are not many of these words. | This is by far the most common spelling for this sound at the end of words | The y is changed to i before –es is added. | The y is changed to i before –ed, –er and –est are added, but not before – ing as this would result in ii. The only ordinary words with ii are skiing and taxiing | The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: being. |
| metal, pedal, capital, hospital, animal | pencil, fossil, nostril | cry, fly, dry, try, reply, July | flies, tries, replies, copies, babies, carries | copied, copier, happier, happiest, cried, replied …but copying, crying, replying | hiking, hiked, hiker, nicer, nicest, shiny |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **The /ɔ:/ sound spelt ar after w** | **The / :/ ɔ sound spelt a before l and ll** | **The /ʌ/ sound spelt o** | **The /i:/ sound spelt –ey** | **The /ɒ/ sound spelt a after w and qu** | **The /ɜ:/ sound spelt or after w** |
| There are not many of these words | The / :/ ɔ sound (‘or’) is usually spelt as a before l and ll. |  | The plural of these words is formed by the addition of –s (donkeys, monkeys, etc.). | a is the most common spelling for the /ɒ/ (‘hot’) sound after w and qu | There are not many of these words |
| war, warm, towards | all, ball, call, walk, talk, always | other, mother, brother, nothing, Monday | key, donkey, monkey, chimney, valley | want, watch, wander, quantity, squash | word, work, worm, world, worth |

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| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y** | **Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter** | **The suffixes –ment, –ness, –ful , –less and –ly** | **Contractions** | **The possessive apostrophe (singular nouns)** | **Words ending in –tion** |
| The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /d / ʒ sound is always spelt as j before a, o and u. | The last consonant letter of the root word is doubled to keep the /æ/, / /, ɛ / /, / / ɪ ɒ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: mixing, mixed, boxer, sixes. | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can’t – cannot). It’s means it is (e.g. It’s raining) or sometimes it has (e.g. It’s been raining), but it’s is never used for the possessive. |  |  |
| badge, edge, bridge, dodge, fudge    age, huge, change, charge, bulge, village    gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly    merriment, happiness, plentiful, penniless, happily | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll | Megan’s, Ravi’s, the girl’s, the child’s, the man’s | station, fiction, motion, national, section |

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| --- | --- | --- | --- | --- | --- |
| **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** | **Rule/Theme** |
| **The /ʒ/ sound spelt s** |  |  |  |  |  |
|  |  |  |  |  |  |
| television, treasure, usual |  |  |  |  |  |

Handwriting

Handwriting is a complex skill involving a wide range of cognitive, linguistic, perceptual and motor abilities. It is a skill that children rarely acquire spontaneously. Even with expert tuition, it usually takes some time to perfect. As the child progresses through school, the requirement to write legibly and fluently increases considerably and the cost of being unable to do so also increases. Children need to be encouraged to adapt the correct pencil grip and writing posture from the start of their school life. They also need regular and constant opportunities to learn, practice and apply specific handwriting skills.

##### Whole school practice

* Daily practice of handwriting.
* Same language (in line with Letter Join) to be used in each year group – short, tall and tail
* Joining is to follow Letter Join scheme and Hand Writing policy.
* Letter Join interactive whiteboard resources, workbooks and worksheets to be used to support main teaching tool.
* Pencils to be of a good quality and sharp. High expectations regarding pencils. Children should not be completing work with blunt pencils.
* Where handwriting is displayed, it should be of a high quality. Letter join font is to be used for displays.
* Letter formation is to follow the progression policy outlined in this section.

##### Teaching time:

Handwriting practice should, in varying forms, take place DAILY where possible (games, English lesson starters, handwriting sessions etc.). More formal taught handwriting sessions need to be built in to the EYFS framework and timetable. They should also, be discretely built in to and taught through the KS1 and KS2 timetable.

#### FOUNDATION:

For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following:

* Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
* Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
* Letter learning to familiarise letter shapes, formation and vocabulary.

#### KS1:

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

* Gross and fine motor skills exercises.
* Cursive handwriting reinforcement, learning and practice.
* Numerals, capitals and printed letters: where and when to use, learning and practice.

KS2:

More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

* Cursive handwriting re-enforcement.
* Form-filling/labelling using printed and capital letters.
* Dictation exercises to teach the need for quick notes and handwriting at speed.

One morning session per week should be a taught handwriting session to encourage a positive and calm start to the day. Following sessions can be planned in after lunch time break spelling session for 15 minutes or planned in to another area of the school timetable. English/grammar/reading comp lessons can also start with handwriting games/practice to warm children’s thinking up.

# Teaching strategies and expectations:

#### EYFS

* Concentrate on letter formation including verbalisation of how to form letters (see appendix)
* Lots of initial mark making and opportunities to explore mark making.
* Use of Letter Join’s SMART board resources to develop muscular strength, coordination and recognition of letter formation.
* Use of thicker triangular pencils for all children initially until motor skills sufficiently developed to use a normal school pencil.
* By the end of Year R children should be to: Use a pencil, and hold it effectively to form recognisable letters [with ‘kicks’/’flicks’], ***most*** of which are correctly formed and apply their writing in exercise books.
* **Write Dance** used whole class to support early writing development. FunFit, Hand-Eye, Write Dance and interventions to be used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* Embed approach of “This is how we read it… round the apple and down the stem!” for recognizing letters in RML and “This is how we write it… whoosh, round the apple and down the stem!” to show an extra flick to begin pre-cursive joining.

#### KEYSTAGE 1

* Write legibly using upper and lower case letters with correct joins.
* Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
* Leave the correct space between words.
* Form capital letters and use where appropriate.
* Form numerals that are consistent in size and sit on the base line.
* Begin to form printed letters and understand when they are used.
* Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

#### Y1

* Continuation of YR strategies. Ensure consistency is maintained with “This is how we read it… round the apple and down the stem!” for recognizing letters in RML and “This is how we write it… whoosh, round the apple and down the stem!” to show an extra flick to begin pre-cursive joining.
* Handwriting books introduced at the appropriate time.
* **Write Dance** used whole class to support early writing development. FunFit, Hand-Eye, Write Dance and interventions) used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* All children to have their own handwriting practice book and to follow the whole school approach.

#### Y2

* As for Y1
* Change to narrower line guides
* Introduce joining and can practice sounds/letters for split diagraphs and two letters one sound joins.
* Pens can be used when all letters are correctly formed, work is consistently neat and letters joined in all curriculum areas
* Children sent to SMT or English coordinator for celebration of their achievement before being allowed to use a pen.
* Less able/SEN may still need to use specialist lined paper.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs. Children with poor pencil control/grip must be supported and their needs addressed as early as possible in the school year.
* All children to have their own handwriting practice book and to follow the whole school approach.

#### KEY STAGE 2

Improve quality, speed and stamina of handwriting.

***Quality*:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

***Speed*:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take ‘quick notes’ at a faster pace.

***Stamina*:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

#### Y3

* Continue all the above.
* Change to narrower line guides.
* High expectations regarding letter formation and presentation in books – handwriting is not an independent activity and should be applied.
* High expectations in class mean progress should be evident and poor handwriting practice never just ‘accepted’.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

#### Y4/5

* Continue as above
* High expectations regarding presentation and letter formation.
* Children to be developing the speed and fluency of handwriting skills.
* More able to be practicing handwriting through applied grammar, spelling or creative writing.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

#### Y6

* Continue as above
* High expectations regarding presentation and letter formation.
* Children to be developing the speed and fluency of handwriting skills.
* More able to be practicing handwriting through applied grammar, spelling or creative writing.
* Handwriting should be applied throughout the curriculum and be a chance to explore different grammar, spelling, punctuation or creative writing techniques.
* FunFit, Hand-Eye, Write Dance and interventions (based around Letter Join resources) to be used to support children who have additional needs.
* Children should be accessing taught sessions where teachers model and exemplify letter and word formation interactively as well as in handwriting practice books.
* All children to have their own handwriting practice book and exercise book to support their learning.

*Handwriting is predominantly assessed during writing and is an important facet of overall writing effectiveness. Teachers however, should be assessing children’s needs/standards of presentation in all lessons – not just writing.*

*Targets/reporting of progress in handwriting should be included in parental reports if necessary.*

Pupils should be encouraged to self-assess and peer assess handwriting during literacy and handwriting lessons.

**www.letterjoin.co.uk**

**Username: huberts**

**Password: b688ed**

Handwriting Progression

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| --- |
| **Progression through school regarding correct letter formation:** |
| Children will initially start with mark making and will need to practice certain pattern formations, which will naturally support good pen grip development, fine motor skills and pen control. IT will also feed in to the next stage which is letter formation. The key patterns are:    RML’s letter formation does not align with the initial un-joined letter formation in Letter Join. Therefore, it is important in EYFS and nursery that we introduce a two pronged “How we read it” and How we write it!” way of looking at and using letters/words.  The first letters children will see will be in line with RML  http://ecx.images-amazon.com/images/I/41ZaZIwHbBL.jpg  When we are modelling in class, focusing on/teaching handwriting, exploring letter formation, then we need to use the Letter Join font and Letter Join formation to exemplify pre-cursive and cursive letter formation.  *All letters are available at Letter Join.com and on the school’s computers.*  *Pre-cursive:*  *Cursive:*  abcdefghijklmnopqrstuvwxyz  Capital Letters:  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  Numerals:  1 2 3 4 5 6 7 8 9 0  In terms of joined writing, all teachers and pupils should be working towards exemplifying the following cursive style:  The quick brown fox jumps over the lazy dog. |

Assessment

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| The three standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. Children should be assessed across a range of text types to form teacher assessment. These grids are designed to help inform judgements across a range of work, with each letter being a different type of text.  A pupil’s writing should meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil’s attainment overall. A teacher’s professional judgement about whether the pupil has met the standard overall takes precedence. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.  A pupil’s writing which teachers use to make judgements must be produced independently.  If a pupil is not meeting **all**of the requirements for ‘Not Yet Met’, then they are classed as ‘Working Towards’. Further guidance on children working below this level can be found below. Children working below these standards should be assessed using P levels. |
| **Foundations for the expected standard - PKF** |
| ***The pupil can, with the support of the teacher:***   * write phonetically plausible ‘cvc’ words which can be read by self and others. * beginning to form recognisable lower case letters * produce sequences of letters and in some cases words, going left to right * write the correct letter in response to hearing some sounds of the alphabet |
| **Early development of the expected standard - PKE** |
| ***The pupil can, after discussion with the teacher:***   * write the correct letter in response to hearing each sound of the alphabet * produce sequences of letters and in some cases words, going left to right * segment simple spoken words into phonemes and write the graphemes corresponding to those phonemes |
| **Growing development of the expected standard - PKD** |
| ***The pupil can, after discussion with the teacher or through scaffolding:***   * write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning) * form most lower-case letters in the correct direction, starting and finishing in the right place * use spacing between words (the teacher may remind the pupil to do this) * spell correctly some familiar words, such as their own name. * Begin using interesting words for effect. * Begin to attempt to use full stops (even if incorrect place) and/or capital letters. |

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| **Not Yet Met - NYM** | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** | |  |  |  |  |  |  |  |
| write sentences that are sequenced to form a short narrative | |  |  |  |  |  |  |  |
| demarcating some sentences with capital letters and full stops | |  |  |  |  |  |  |  |
| segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically-plausible attempts | |  |  |  |  |  |  |  |
| forming lower-case letters in the correct direction, starting and finishing in the right place | |  |  |  |  |  |  |  |
| forming lower-case letters in the correct size relative to one another in some of the writing | |  |  |  |  |  |  |  |
| using spacing between words. | |  |  |  |  |  |  |  |
| **Mastery - MAS** | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** | |  |  |  |  |  |  |  |
| write simple, coherent narratives about personal experiences and those of others (real of fictional) | |  |  |  |  |  |  |  |
| write about real events, recording these simply and clearly | |  |  |  |  |  |  |  |
| demarcating most sentences with: | capital letters and full stops |  |  |  |  |  |  |  |
| and correct use of | question marks |  |  |  |  |  |  |  |
| using present and past tense mostly correctly and consistently | |  |  |  |  |  |  |  |
| using co-ordination (or / and / but) and some subordination ( when / if / that / because) | |  |  |  |  |  |  |  |
| segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and phonetically-plausible attempts | |  |  |  |  |  |  |  |
| spelling many common exception words\* | |  |  |  |  |  |  |  |
| writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | |  |  |  |  |  |  |  |
| using spacing between words that reflects the size of the letters. | |  |  |  |  |  |  |  |
| **Greater Depth - GD** | | | | | | | | |
|  | | **A** | **B** | **C** | **D** | **E** | **F** | **G** |
| **The pupil can:** | |  |  |  |  |  |  |  |
| write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | |  |  |  |  |  |  |  |
| make simple additions, revisions and proof-reading corrections to their own writing | |  |  |  |  |  |  |  |
| using the full range of punctuation taught at key stage 1 mostly correctly including: | commas to separate items in a list |  |  |  |  |  |  |  |
| Apostrophes to mark singular possession in nouns and contractions |  |  |  |  |  |  |  |
| Spelling most common exception words\* | |  |  |  |  |  |  |  |
| adding suffixes to spell some words correctly in their writing. e.g. –ment, -ness, -ful, -less, -ly \* | |  |  |  |  |  |  |  |
| using the diagonal and horizontal stokes needed to join some letters | |  |  |  |  |  |  |  |

# Medium term Planning

Year 2

