

KS1 Writing Curriculum Map Document Year 2 Autumn Term (1)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> See phonics pacing document 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted.(Y1) Use spacing between words that reflects the size of the letters (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another and capitals Write capitals and digits of the correct size, orientation and relationship to one another Form digits 0-9 of the correct size Write with a joined style as soon as they can form letters securely with the correct orientation 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for names (Y1) Use capital letters for the personal pronoun I (Y1) Use question marks accurately (Y1) Use exclamation marks accurately (Y1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use commas for lists 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use the co-ordinating conjunction 'and' and the subordinating conjunction 'because' (Y1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use co-ordinating conjunctions: and, but, so Use expanded noun phrases to describe and specify [for example, the blue butterfly] Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Use the present and past tenses correctly and consistently including the progressive form Make the correct choice and consistent use of present tense and past tense throughout writing Create sentences with different forms: statement, question, exclamation, command
Composition	Text Types		Terminology
<p>Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: Consider what they are going to write before beginning by: 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 Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense (Y1) 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 [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear (Y1) Understand the cycle of improvement: say, plan, write, review, edit Read aloud and present work to others (Y1) 	<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional) Stories (including re-tellings) Writing about real events e.g. recounts Character descriptions Poetry 		<ul style="list-style-type: none"> Noun and Noun phrase Statement Question Exclamation Command Compound word Suffix Adjective Adverb Verb tense (past, present) Apostrophe Comma Contraction Full stop Capital letter Consonant / vowel Homophones Plural

Blue = new

Green = already seen

KS1 Writing Curriculum Map Document Year 2 Spring Term (2)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> See phonics pacing document 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Write with a joined style as soon as they can form letters securely with the correct orientation (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use question marks correctly (Y1) Use exclamation marks correctly (Y1) Use capital letters and full stops to demarcate sentences accurately (R) Use capital letters for names (Y1) Use capital letters for the personal pronoun I (Y1) Use commas for lists (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use apostrophes for possession Learn the possessive apostrophe (singular) Use apostrophes for contraction 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use subordination (because) and co-ordination (using and, but and so) (Y2) Use expanded noun phrases to describe and specify [for example, the blue butterfly] Use the correct choice and consistent use of present tense, past tense and progressive tense throughout writing <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use co-ordinating conjunctions: and, but, or, yet, so Use the subordinating conjunctions 'when' and 'if' Pattern s
Composition	Text Types		Terminology
<p>Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> Understand the purpose and audience of writing Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2) Writing down ideas and/or key words, including new vocabulary (Y2) Encapsulating what they want to say, sentence by sentence (Y2) Make simple additions, revisions and corrections to their own writing by: (Y2) Evaluating their writing with the teacher and other pupils (Y2) 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 (Y2) Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2) Read aloud what they have written with appropriate intonation to make the meaning clear (Y2) Understand the cycle of improvement: say, plan, write, review, edit (Y2) Read aloud and present work to others (Y2) 	<ul style="list-style-type: none"> Non-chronological report Riddle/ poem Writing about real events e.g. recount Instructions 		<p>As term 1 and also:</p> <ul style="list-style-type: none"> Possession Adverb Exclamation mark Question mark Chronological Non-chronological Report Riddle Suffix

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KS1 Writing Curriculum Map Document Year 2 Summer Term (3)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> See phonics pacing document 	<p>Pupils should continue to be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. (R) Paper slightly slanted (Y1) Use spacing between words that reflects the size of the letters (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) Form lower case letters of the correct size relative to one another and capitals (Y1) Write capitals and digits of the correct size, orientation and relationship to one another (Y1) Form digits 0-9 of the correct size (Y1) Write with a joined style as soon as they can form letters securely with the correct orientation (Y1) Do all of the above with consistency 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use apostrophes for possession (Y2) Use question marks correctly (Y1) Use exclamation marks correctly (Y1) Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for names (Y1) Use capital letters for the personal pronoun I (Y1) Learn the possessive apostrophe (singular) (Y2) Use apostrophes for contraction (Y2) Use commas for lists (Y2) Do all of the above with consistency <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use brackets for parentheses Use inverted commas to demarcate speech (correctly formed) 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use subordinating conjunctions (using or, when, because etc...) (Y2) Use co-ordinating conjunctions (using or, and, or but) (Y2) Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] (Y2) Understand and use sentences with different forms: statement, question, exclamation, command (Y2) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Make the correct choice and make consistent use of the present tense, past tense and progressive tense throughout writing
Composition		Text Types	Terminology
<p>Pupils should be taught to plan and organise their writing by:</p> <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing by: Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about (Y2) Write down ideas and/or key words, including new vocabulary (Y2) Encapsulating what they want to say, sentence by sentence (Y2) Make simple additions, revisions and corrections to their own writing by: Evaluate their writing with the teacher and other pupils (Y2) Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] (Y2) Read aloud what they have written with appropriate intonation to make the meaning clear (Y2) Understand the cycle of improvement: say, plan, write, review, edit (Y2) Read aloud and present work to others (Y2) 		<ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write about real events Letter writing 	<ul style="list-style-type: none"> Noun and Noun phrase Statement Question Exclamation Command Compound word Suffix Adjective Adverb Verb tense (past, present) Apostrophe Comma Contraction Consonant / vowel Homophones

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Kingsway Primary School

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