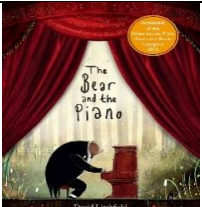
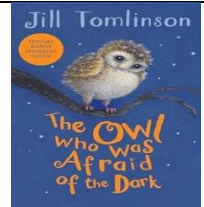
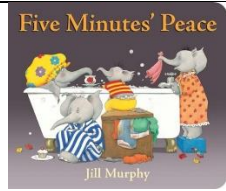
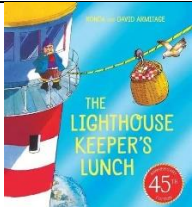
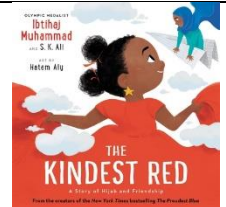
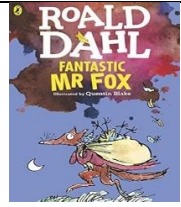
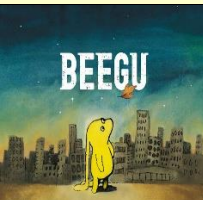
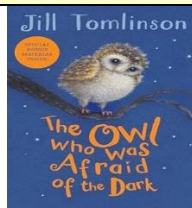
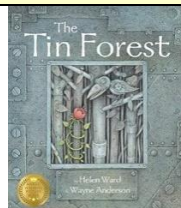
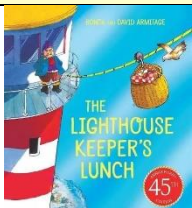
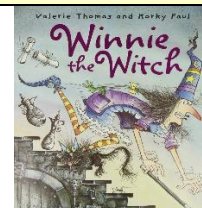
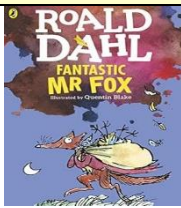


Writing Spine

Year 1 + 2 - Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text						
Text type 1	Letter	Story (retell)	Diary Entry	Story	Letter	Non-chronological report
Y1 Grammar	Capital letters and full stops	Sequencing sentences	Joining words and clauses using and	Punctuate sentences including question marks	Personal pronoun I	Prefixes and suffixes
Y2 Grammar	Capital letters, full stops, exclamation marks, question marks	Consistent use of tense	Coordinating conjunctions	Apostrophes for contracted forms and singular possession	Progressive form of verbs	Using suffixes in adjectives and adverbs
Focus Text						
Text type 2	Instructions	Poetry	Non-chronological report	Story	Instructions	Diary Entry
Y1 Grammar	Capital letters, full stops, exclamation marks	Capital letter for proper nouns	suffixes	Joining words and clauses using and	Punctuate sentences Joining words and clauses using and	Review
Y2 Grammar	Commas for lists	Noun phrases	Using suffixes for nouns and adjectives	Subordinating conjunctions	Commas for lists Sentence types	Review

Y1/2 objectives:	Coverage
Handwriting:	
Sit correctly at a table, holding a pencil comfortably and correctly	HW lessons
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	
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	
Transcription:	
Spell: words containing each of the 40+ phonemes already taught	Sp lessons
Spell: common exception words	
Spell: the days of the week	
Name the letters of the alphabet: naming the letters of the alphabet in order	
Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound	
Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	
Add prefixes and suffixes: using the prefix un–	
Add prefixes and suffixes: 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	
Spell by: 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	
Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
Spell by: learning to spell common exception words	
Spell by: learning to spell more words with contracted forms	
Spell by: learning the possessive apostrophe (singular) [for example, the girl's book]	
Spell by: distinguishing between homophones and near-homophones	
Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	
Apply 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, common exception words and punctuation taught so far	
Composition:	
Write sentences by: saying out loud what they are going to write about	Writing structure
Write sentences by: composing a sentence orally before writing it	
Write sentences by: sequencing sentences to form short narratives	

Write sentences by: 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		
Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)		
Develop positive attitudes towards and stamina for writing by: writing about real events		
Develop positive attitudes towards and stamina for writing by: writing poetry		
Develop positive attitudes towards and stamina for writing by: writing for different purposes		
Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about		
Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary		
Consider what they are going to write before beginning by: 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		
Make simple additions, revisions and corrections to their own writing by: 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		
Make simple additions, revisions and corrections to their own writing by: 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		
Spelling, Punctuation and Grammar:		
Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words		
Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and		
Develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark		
Develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		
Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2		
Use the grammatical terminology in English Appendix 2 in discussing their writing		
Develop their understanding of the concepts set out in English Appendix 2 by: 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)		
Learn how to use: sentences with different forms: statement, question, exclamation, command		
Learn how to use: expanded noun phrases to describe and specify [for example, the blue butterfly]		
Learn how to use: the present and past tenses correctly and consistently including the progressive form		
Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)		
Learn how to use: the grammar for year 2 in English Appendix 2		
Learn how to use: some features of written Standard English		
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing		