

“As unique individuals, we do our best at work and play for the love of God and others.”



Sticky Knowledge: Writing

Year R

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Word List – Year R

Phase 2&3 decodable words / Phase 2 tricky words (I the no go to into) / Phase 3 tricky words(he she we me be you all are her was they may)

Year 1

The pupil can after discussion with the teacher:

Composition

- Draw upon what they have read
- Orally rehearse most sentences before writing them
- Sequence sentences to form short narratives
- read their writing aloud clearly enough to be heard by their peers and the teacher

Grammar and punctuation

- join words together to make a coherent sentence
- leave spaces between words
- join words and clauses using *and*
- can separate words in writing using spaces most of the time
- use capital letters for names of people, some places, some days of the week and the personal pronoun I most correctly
- use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly
- understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)

Spelling

- spell most words containing each of the 40+ phonemes
- spell most common exception words
- spell most days of the week
- spell most of the sounds taught in year 1

- spell words with adjacent consonants
- add suffixes to verbs where no change is needed in the spelling of the root words (e.g. helping, helped, helper) and -est where no change is needed in the spelling of the root word
- use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)
- begin to use regular plural noun suffixes – s/es (e.g. dog, dogs wish, wishes)

Handwriting

- sit correctly at a table, holding the pencil comfortably and correctly
- form lower case letters in the right direction, starting and finishing at the right place
- form capital letters and digits 0-9
- begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

Evaluate and Edit

- Discuss what has been written with a teacher/other pupils
- Re-read what they have written to check it makes sense
- Change some errors with support and some independently

Word list – year 1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, some, come, one, once, ask, friend, school, put, push, pull, full, house, our

Year 2

The pupil can after discussion with the teacher:

Composition

- Plan and say out loud what they will write about
- Write poetry and write for different purposes
- Write ideas and key words including vocabulary
- Encapsulate what they want to say sentence by sentence to aid coherence
- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Read aloud what they have written with appropriate intonation to make the meaning clear

Grammar and Punctuation

- Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required (with increasing accuracy)
- Use sentences with different forms: statement, question, exclamation, command
- Use some expanded noun phrases to describe and specify
- Use the singular apostrophe for possession

- Use commas in a list
- Use apostrophes for possession and contractions
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but and some subordination (e.g. when/if/that/because) to join clauses
- Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting)
- Understand and use specific Year 2 terminology (*noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma*)

Spelling

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others
- Spell many common exception words
- Add suffixes to spell some words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
- Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly
- Spell many contracted forms correctly
- Spell some common homophones and near homophones correctly

Handwriting

- Form 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

Evaluation and Edit

- Make simple additions, revisions and corrections to their own writing by: evaluating their own writing with a teacher and other pupils
- Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently

Word list – Year 2

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, hold, gold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, 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