

Year 1 Writing Curriculum Coverage

Year 2 Writing Curriculum Coverage

Transcription - Handwriting

- 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. [‘c’ shapes start at top and are made anti-clockwise, no letter starts at the bottom.]**
- 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.

Composition

Write sentences by:

- 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.**
- 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.

Transcription - Handwriting

- 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

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional);
- writing about real events;
- writing poetry;
- **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;
- 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 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.

- Please note that statements which are underlined are Key Performance Indicators.