

Term	Autumn 1	
Year R	Learning to make marks	
Concept	Creativity	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to establish a dominant hand. Children need to know what marks are. Children need knowledge of things that they can use to make marks e.g. pens, pencils, paint brushes, fingers in sand, cotton buds etc. Children need to know what they want to communicate. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to hold a pencil, pen or paintbrush accurately and comfortably in their dominant hand. Most children will learn to use the tripod grip. Children will learn to make marks using different medium.
Vocabulary	hand, hold, draw, write, pencil, pen, crayon, chalk, sand, board, paper, grip	
Year 1	Learning to write simple sentences that can be read by others	
Concept	Communication	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know the 26 letters of the alphabet, what sounds they usually make and be able to name them, in order. Children need to know that letters belong in handwriting families, based on how they are formed. Children need to know what pre-cursive letters should look like. Children need to know where each letter family starts and where the letters end. Children need to know what words are, that they are used to communicate meaning and that words can be broken down into sounds, represented by letters. Children need to know what capital letters are, what they look like, which lower-case letters they correspond to and how to form them. Children need to know what a sentence is (simple statement at this stage). Children need to know what verbs are (yellow words) and must understand that sentences need a verb and need to give meaning. Children need to know that sentences begin with capital letters. Children need to know what proper nouns are (orange words) and that they begin with capital letters. Children need to know what the first person is and we use a capital letter for 'I'. Children need to know what words are and that spaces, reflecting the size of their letters must be left between written words. Children need to know that sentences must end in an end mark (full stop at this stage) and that full stops give meaning when reading. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to sit correctly at a table and hold a pencil correctly and comfortably. (revisiting from Year R) Children will learn to form lower-case (pre-cursive) letters in the right direction, starting and finishing in the right place. Children will learn to form capital letters accurately, that are taller than lower-case letters and not joined up. Children will practise sequencing letters accurately to spell some words and make phonetically plausible attempts at other words. (revisiting from Year R) Children will learn to write coherent sentences, using spacing between words, capital letters accurately and a full stop at the end. Children will practise verbalising and orally rehearsing sentences or phrases prior to writing them down. (revisiting from Year R) Children will learn to re-read their sentences to ensure that they are accurate and that they give the intended meaning (think it, say it, write it, check it).
Vocabulary	letter, sound, alphabet, handwriting family, pre-cursive, meaning, words, capital, lower-case, sentence, verb, noun, proper noun, first person, spaces, end mark, full stop, coherent, reread, sense, meaning, punctuate	
Year 2	Learning to use different types of sentences effectively	
Concept	Communication	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that sentences serve different purposes: a statement gives information and ends in a full stop and a question needs an answer and ends in a question mark. (revisiting from Year 1) Children need to understand when exclamation marks are used and know how to recognise them. (revisiting from Year 1) Children need to know how to use exclamation marks effectively within their writing. (revisiting from Year 1) Children need to know that imperative verbs are used to form commands which give an instruction. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will revisit the importance of sentence boundaries and will practise punctuating sentences accurately. (revisiting from year 1) Children will practise verbalising, orally constructing and writing a range of different sentences to serve different purposes. (revisiting from year 1)
Vocabulary	statement, full stop, question, question mark, exclamation mark, command, imperative verb, sentence boundaries, punctuation, purpose	

Term	Autumn 2	
Year R	Learning to ascribe meanings to marks that they see and marks that they make	
Concept	Communication	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that marks can give meaning. Children need to understand the purpose of mark making. Children need to know that marks made by others can communicate meaning to them and the marks they make can give meaning to others. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise making marks using different medium, holding their pen or pencil accurately and comfortably in their dominant hand. (revisiting from Autumn 1) Children will learn to interpret marks made by others and will learn to ascribe meaning to the marks that they make themselves, beginning to show accuracy and care when drawing.
Vocabulary	draw, write, mean, letter	
Year 1	Learning to sequence simple sentences	
Concept	Communication	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what a sentence is. (revisiting from Autumn 1) Children need to know what verbs (yellow words) are and that sentences need a verb and need to give meaning. (revisiting from Autumn 1) Children need to know that sentences begin with capital letters. (revisiting from Autumn 1) Children need to know that sentences must end in an end mark (full stop at this stage). (revisiting from Autumn 1) Children need to know that full stops give meaning when reading. (revisiting from Autumn 1) Children need to know that sentences can be sequenced in order to produce pieces of writing to serve purposes. Children need to understand that sentence boundaries are essential to writing being coherent and giving meaning. Children need to know the importance of writing making sense, in order to give the intended meaning. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise writing coherent sentences, using spacing between words, capital letters accurately and a full stop at the end. (revisiting from Autumn 1) Children will practise verbalising and orally rehearse sentences prior to writing them down. (revisiting from Autumn 1) Children will learn to re-read their sentences to ensure that they are accurate and that they give the intended meaning, ensuring that they only have one key idea (main clause) per sentence (at this stage). Children will learn to discuss their writing with their teacher and other children. Children's developing knowledge of sentence boundaries will help them to consolidate their understanding of the punctuation taught in Autumn 1. Children will also learn what adjectives (blue words) are, so that they can improve their sentence composition by describing and specifying.
Vocabulary	letter, sound, alphabet, handwriting family, pre-cursive, meaning, words, capital, lower-case, sentence, verb, noun, proper noun, first person, spaces, end mark, full stop, coherent, reread, sense, meaning, sequence, sentence boundaries, adjective	
Year 2	Learning to use a range of coordination and subordination	
Concept	Communication	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that clauses are parts of a sentence. (revisiting from Year 1) Children need to know that conjunctions join parts of a sentence and that they all have different meanings. (revisiting from Year 1) Children need to know that compound sentences are sentences using coordinating conjunctions e.g. and, but, or, so etc. and that both clauses need to make sense on their own. Children need to know that complex sentences use subordinating conjunctions e.g. when, if, that, because etc. and that in complex sentences, one clause depends on the other, for meaning. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how and when to use each type of sentence and how they can be used effectively within a piece of writing. Children will learn to effectively plan pieces of writing and develop their stamina for writing; narratives, poetry, real events and for different purposes etc.
Vocabulary	sentence, clause, conjunction, compound, coordinating, complex, subordinating	

Term	Spring 1	
Year R	Learning what words are, blending and segmenting	
Concept	Success	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what words are and understand that the flow of speech can be broken into individual words. Children need to know that words give meaning, whether spoken or written. Children need to know that graphemes represent phonemes and understand the difference between letters and sounds. Children need to understand that phonemes need to be ordered accurately in order to make words that give meaning. Children need to know what rhyming is. Children need to know the set 1 sounds and begin to know the names of the 26 letters of the alphabet. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn to identify sounds within words e.g. the initial and end sounds in words, how to continue a rhyming string etc. making links to their phonic knowledge of GPCs.
Vocabulary	sounds, letters, words, initial, end, order, rhyme, alphabet, F-r-e-d Fingers, segment, blend	
Year 1	Learning to use conjunctions and how to use a range of sentence structures effectively	
Concept	Creativity	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what verbs (yellow words) are. (revisiting from Autumn 1 and Autumn 2) Children need to know what nouns (orange words) are. Children need to know what adjectives (blue words) are. Children need to know that 'and' can be used to join words, such as nouns, verbs and adjectives. Children need to know what a simple sentence is. (revisiting from Autumn 1 and Autumn 2) Children need to know that clauses are parts of a sentence. Children need to know that conjunctions join clauses and that they all have different meanings. Children need to know that 'and' is used to join two related clauses to add more information. Children need to know that sentences can be sequenced to produce writing that serves purposes and that sentence boundaries are essential to writing being coherent. (revisiting from Autumn 2) Children need to know the importance of writing making sense, in order to give the intended meaning. (revisiting from Autumn 2) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise writing coherent compound sentences, using spacing between words, capital letters accurately and a full stop at the end. (revisiting from Autumn 1 and Autumn 2) Children will practise verbalising and orally rehearsing compound sentences prior to writing them down. (revisiting from Autumn 1 and Autumn 2) Children will practise re-reading their sentences to ensure that they are accurate and that they give the intended meaning. (revisiting from Autumn 2) Children will practise discussing their writing with their teacher or a peer. (revisiting from Autumn 2)
Vocabulary	verb, noun, adjective, and, join, simple sentence, conjunction, clause, sentence boundaries, coherent	
Year 2	Learning to use more adventurous vocabulary and expanded noun phrases for effect	
Concept	Creativity	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that nouns are things, people or places (revisiting from Y1). Children need to know that adjectives are words used to describe nouns (revisiting from Y1). Children need to know what expanded noun phrases are and how to form them. Children need knowledge of some of the features of written Standard English. Children need to know what commas are and how to form, position and use them to separate items in a list. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to use expanded noun phrases effectively. Children will learn ways in which they can improve their vocabulary. Children will learn to form commas and position and use them accurately.
Vocabulary	expanded noun phrase, comma, vocabulary	

Term	Spring 2	
Year R	Learning to form clearly identifiable letters and using these to communicate meaning	
Concept	Communication	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that the letters they write, represent sounds and have a knowledge of letters giving meaning. Children need to know the letter names of the 26 letters of the alphabet and what sound they make. (revisiting from Spring 1) Children need to know that sounds must be accurately sequenced in order to create written words that communicate meaning. (revisiting from Spring 1) 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise ascribing meaning to the marks that they make.(revisiting from Autumn 2) Children will practise forming the 26 letters of the alphabet in the right direction (lowercase pre-cursive letters). Children will learn to sequence from left to right. Children will learn how to sequence the letters needed in order to write their name and making phonetically plausible attempts at writing other things such as; labels and captions.
Vocabulary	sounds, letters, words, initial, end, order, rhyme, alphabet, F-r-e-d Fingers, segment, blend, meaning, sense, pre-cursive	
Year 1	Learning to use different sentence types effectively in order to serve the intended purpose	
Concept	Creativity	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that sentences serve different purposes. Children need to know that a statement gives information. Children need to know that a question needs an answer. Children need knowledge of question words and what they mean. Children need to know what a question mark looks like and how to form it. Children need to know that a question mark replaces a full stop as the end mark, when writing questions. Children need to recognise exclamation marks. Children need to understand when exclamation marks are used. Children need to know how to use exclamation marks effectively within their writing. Children need knowledge of a range of writing genres, forms and purposes. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to form a question mark. Children will learn to verbally construct and orally rehearse relevant questions. Children will learn how to form an exclamation mark. Children will learn to verbally construct and orally rehearse exclamations. Children will learn to make informed decisions about how to use different sentence types effectively, depending on the purpose of the writing.
Vocabulary	statement, information, end mark, full stop, question, answer, question mark, exclamation mark, purpose, form, audience	
Year 2	Learning to use apostrophes to spell contractions and to show singular possession in nouns	
Concept	Success	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know what an apostrophe is, what it looks like and how it is positioned in relation to the line. Children need to know that contractions are used in informal writing and speech. Children need to know that an apostrophe in a contraction is used to show the omitted letter or letters. Children need to know what a noun is. (revisiting from year 1) Children need to know what singular means. Children need to know that possession shows belonging/ ownership. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to use apostrophes to spell words with contracted forms accurately. Children will learn how to use apostrophes to show singular possession in nouns. Children will learn to spell words with contracted forms.
Vocabulary	apostrophe, contraction, contracted form, noun, singular, possession, belonging, ownership	

Term	Summer 1	
Year R	Learning to spell words by identifying phonemes and representing them with graphemes	
Concept	Success	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that graphemes represent phonemes and understand the difference between letters and sounds. (revisiting from Spring 1) Children need to know the set 1 sounds and some set 2 digraphs (RWI group dependent). (revisiting from Spring 1) Children need to understand that phonemes need to be ordered accurately in order to make words that give meaning. (revisiting from Spring 2) Children need to know that we sequence from left to right in written Standard English. (revisiting from Spring 2) Children need to know that some words (red words) are not phonetically decodable and therefore we just need to remember how to spell them. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will practise forming the 26 letters of the alphabet in the right direction (lowercase pre-cursive). (revisiting from Spring 2) Children will practise sequencing from left to right. (revisiting from Spring 2) Children will practise sequencing the letters needed in order to write their name and making phonetically plausible attempts at writing other things such as; labels and captions. (revisiting from Spring 2) Children will learn to sequence letters accurately in order to spell the red words that they have learned (depending on their RWI group at this stage).
Vocabulary	letters, sounds, order, sequence, left, right, red words, spell, F-r-e-d Fingers, segment, blend	
Year 1	Learning to write in the correct tense and learning spelling rules	
Concept	Success	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> Children need to know that the past tense is something that has already happened. Children need to know that the present tense is something happening currently. Children need to know what verbs (yellow words) are. (revisiting from Autumn 1) Children need to know that verbs are a key indicator of tense. Children need to know that a suffix is added to the end of a word, in order to change its meaning. Children need to know that past tense verbs often end in _ed and that present tense verbs often end in _ing. Children need knowledge of spelling rules such as _s and _es plurals. Therefore, children need to know what plural means. Children need to know that a prefix is added to the beginning of a word to change its meaning. E.g. 'un_'. Children need to know what comparative and superlative suffixes are and how to use them. E.g. '_er' and 'est'. Children need knowledge of the times when spelling rules don't apply. 	<p>Using Knowledge as a Skill:</p> <ul style="list-style-type: none"> Children will learn how to speak and write in the past and present tenses. Children will learn to add suffixes to change the meaning of root words. Children will learn to spell words that are exceptions to the spelling rules, particularly when changing tense e.g. drive – drove.
Vocabulary	tense, past, present, verb, suffix, plural, prefix, root word	
Year 2	Focus on editing and proofreading, and revisiting key knowledge, depending on the needs of individual pupils	
Concept	Success	
Knowledge and Skills	<p>When learning to edit and proofread, key knowledge will be revisited for certain groups of individuals.</p> <p><u>Knowledge and skills that all children will revisit:</u></p> <ul style="list-style-type: none"> Knowledge of suffixes _ment, _ness, _ful, _less and _ly. Knowledge of homophones and near homophones. How to spell common exception words. Knowledge associated with handwriting e.g. what the correct joining strokes should look like etc. Knowledge of composition: e.g. understanding different forms and purposes of writing. How to plan, write, evaluate, reread and proofread to make additions, revisions and corrections. Knowledge of how to effectively read aloud to make the meaning clear and use correct grammatical terminology when discussing writing. Knowledge of the present, past and progressive tenses. 	
Vocabulary	When learning to edit and proofread, key vocabulary will be revisited for certain groups of individuals.	

Term	Summer 2	
Year R	Learning to write simple phrases and sentences that can be read by others	
Concept	Creativity	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need knowledge of what they want to communicate. (revisiting from Autumn 1) • Children need knowledge that words give meaning, whether spoken or written. (revisiting from Autumn 1) • Children need to understand that they can break the flow of speech into individual words. (revisiting from Spring 1) • Children need to know that the letters they write, represent sounds and have a knowledge of letters forming words and giving meaning. (revisiting Spring 1) • Children need to know that sounds need to be accurately sequenced in order to begin to create written words that communicate meaning. (revisiting from Spring 2 and Summer 1) 	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to be able to verbalise simple phrases and sentences. • Children will learn to sequence words, using spaces between them in order to write phrases and simple sentences that are coherent and can be read back, by themselves and others.
Vocabulary	phrase, sentence, meaning, communicate	
Year 1	Learning to edit and proofread	
Concept	Success	
Knowledge and Skills	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children need to know that proofread means to read it carefully, trying to spot any mistakes. • Children need to know that edit means to make changes. • Children need to know that revisions are things we re-word for effect (e.g. changing our sentence structure). • Children need to know that additions are things we can add in for effect (e.g. adding in additional adjectives to describe or specify). • Children need to know that corrections are things we fix when we proofread. 	<p>Crucial Knowledge:</p> <ul style="list-style-type: none"> • Children will practise reading their writing back in order to proofread. • Children will learn to use checklists, word mats and success criteria to help them proofread. • Children will edit and rewrite parts of their writing.
Vocabulary	edit, proofread, improve, vocabulary, addition, revision, check, success criteria	
Year 2	Focus on editing and proofreading, and revisiting key knowledge, depending on the needs of individual pupils	
Concept	Success	
Knowledge and Skills	<p>When learning to edit and proofread, key knowledge will be revisited for certain groups of individuals.</p> <p><u>Knowledge and skills that all children will revisit:</u></p> <ul style="list-style-type: none"> • Knowledge of suffixes _ment, _ness, _ful, _less and _ly. • Knowledge of homophones and near homophones. • How to spell common exception words. • Knowledge associated with handwriting e.g. what the correct joining strokes should look like etc. • Knowledge of composition: e.g. understanding different forms and purposes of writing. • How to plan, write, evaluate, reread and proofread to make additions, revisions and corrections. • Knowledge of how to effectively read aloud to make the meaning clear and use correct grammatical terminology when discussing writing. • Knowledge of the present, past and progressive tenses. 	
Vocabulary	When learning to edit and proofread, key vocabulary will be revisited for certain groups of individuals.	