

Component Knowledge

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| **Letter Formation** |
| **Children know how to:**   * sit correctly at a table, holding a pencil comfortably and correctly * master the tripod grip of a pen/pencil. * form lower case letters of the correct size, relative to one another. * use spacing between words that reflects the size of the letters. * use the diagonal and horizontal strokes needed to join letters. * write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. |
| **Planning, drafting and Editing** |
| * write narratives about personal experiences and those of others (real and fictional). * plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: bubble maps * sequence 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 * read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary. * check for errors in spelling, grammar and punctuation with an adult |

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| **Audience, Purpose and Structure** |
| **Children know how to:**   * write for different purposes with an awareness of an * increased amount of fiction and non-fiction structures. * use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. * read aloud what they have written with appropriate intonation to make the meaning clear. * Use similes within their writing, knowing how these can help create images and clarity for the reader |
| **Sentence Structure (Including punctuation and grammar)** |
| * use the present tense and the past tense mostly correctly and consistently. * form sentences with different forms: statement, question, exclamation, command. * use co-ordination (or/and/but). * use some subordination (when/if/ that/because). * use expanded noun phrases to describe and specify (e.g. the blue butterfly). * use the full range of punctuation taught at key stage 1 mostly correctly including: * capital letters, full stops, question marks and exclamation marks; commas to separate lists; * Apostrophes to mark singular possession and contractions |
| **Grammar Terminology** |
| **Recognise and use the terms:**   * Noun * Noun phrase * Question * Exclamation * Command * Suffix * Adjective * Verb * Adverb * Conjunction * Consonant * Vowel |
| **Phonic & Whole word spelling** |
| * To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. * To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/ bear, blue/ blew, night/ knight). * To apply further Y2 spelling rules and guidance\*, which includes: the /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust); the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw); the /r/ sound spelt ‘wr’ (e.g. write, written); the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt – il (e.g. fossil, nostril); the /aɪ/ sound spelt –y (e.g. cry, fly, July); adding –es to nouns and verbs ending in –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries); adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; adding the endings –ing, –ed, –er, –est and – y to words ending in –e with a consonant before (including exceptions); adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ’ll’ (e.g. ball, always); the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); the /ʒ/ sound spelt ‘s’ (e.g. television, usual) |
| **Common Exception words** |
| * To write some irregular common words. * To spell days of the week, months of the year correctly. * To spell all Y1 and Y2 common exception words correctly. |

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| **Prefixes and Suffixes** |
| * To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly |
| **Further Spelling conventions** |
| * To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. * To learn the possessive singular apostrophe (e.g. the girl’s book). * To write, from memory, simple sentences dictated by the teacher |
| **Contexts for Writing** |
| **Autumn Term**  Biography -Diverse authors RSE  Persuasive writing advert/brochure-Welcome to Torbay, Geography  No chronological report -Science – My amazing body  Narrative -linked to whole school enquiry, Christmas  **Spring Term**  Diary entry- History- The Queen’s Coronation  Science – non-chronological report  Art – Biography- Joan Miro  Writing weeks – Narrative-Flat Stanley  **Summer Term**  Information text -My locality- Geography  Letter/factual writing -linked to Dr Fischer- Science  Explanation text -History –Brunel  Report writing -RSHE  Poetry -Window by Jeannie Baker |