





<p>SENTENCE STRUCTURE Practice: application smaller piece of writing</p> 	<p>-Consistently write a range of sentence structures which are grammatically correct. -Compose sentences orally - drafting ideas together, recording ideas and key words drawn from wide reading. -Confidently and independently write poems which are effective, in a variety of forms.</p>	<p>NEW NEW</p>	<ul style="list-style-type: none"> • Revisit 'holding a sentence' before writing it down. • Using new vocabulary in independent sentences.
<p>PUNCTUATION Practice: application smaller piece of writing</p> 	<p>Demarcate sentences correctly, using a growing range of punctuation eg. a comma to avoid ambiguity, brackets, commas, dashes.</p>	<p>REVIS</p>	<ul style="list-style-type: none"> • Capital letters, finger spaces and full stops.
<p>PLANNING FOR WRITING RETURN TO STRUCTURE OF TEXT WHEN NEEDED</p> 	<p>-Compose sentences orally before writing. Orally compose and write a variety of simple poems, sometimes independently.</p>	<p>REVIS</p>	<ul style="list-style-type: none"> • Sharing what they can see for the setting description - whole class hold a sentence practise. • Sharing ideas of disgusting sandwiches, orally rehearsing before writing down.
<p>WRITING OUTCOME Task to allow application of GP and SS</p> 	<p>-Maintain appropriate narrative form through longer pieces of writing about personal experiences or those of others, whether real or not. -Write about real events, independently maintaining form and purpose. -Spell confidently at national standard, using phonemic knowledge and familiarity with YR2 spelling rules and conventions. -Attempt to spell more ambitious vocabulary. -Spell all common exception words in the YR2 spelling appendix accurately. -Spell all common homophone words in the YR2 spelling appendix accurately. -Spell most contractions accurately e.g. it's, can't, didn't, or to mark singular possession. -Consistently use features of standard English.</p>	<p>NEW</p>	<ul style="list-style-type: none"> • Writing a setting description, describing various nouns within the illustration. • Writing descriptions of disgusting sandwiches. • Writing simple instructions in order. • Using phonics knowledge to spell independently
<p>REDRAFTING AND EDITING</p>	<p>-Discuss own writing with others; make appropriate revision. -Reread writing and make revisions and additions, often without prompting.</p>	<p>NEW</p>	
<p>HANDWRITING</p>	<p>-Writing is legible. -All letters and digits are consistently formed of the correct size, orientation and relationship to one another. -Spacing is appropriate to the size of letters. - Appropriate letters are joined according to the school handwriting policy.</p>	<p>REVIS</p>	