

Applecroft School Curriculum Map



Writing - Nursery-Year 2

	Nursery	Reception	Year 1	Year 2
Vocabulary & Grammar	<p>Begin to orally use more complex sentences to link thoughts e.g. using 'and', 'because'.</p> <p>To use language in recalling past experiences e.g. 'I went to the park on Saturday'.</p> <p>To give meaning to the marks they make as they draw, write and paint.</p> <p>To give meaning to the marks they make when using touch-screen technology and mark making apps.</p> <p>Develop their communication through modelling and recasting with a particular focus on irregular tenses e.g. swam/swimmed, ran/ranned.</p> <p>Develop vocabulary that reflects the breadth of their experiences e.g. build key vocabulary from shared texts, community and cultural events.</p>	<p>Orally use more complex sentences to link thoughts e.g. before, after, next.</p> <p>To give meaning to the marks they make as they draw, write and paint with increasing confidence, vocabulary and precision.</p> <p>To give meaning to the marks they make when using touch-screen technology and mark making apps with increasing confidence, vocabulary and precision.</p> <p>Begin to use a range of tenses accurately when speaking e.g. play, playing, will play, played.</p> <p>Write simple sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Use vocabulary that reflects the breadth of their experiences e.g. build key vocabulary from shared texts, community and cultural events.</p>	<p>Write simple sentences that can be read by themselves and others.</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write a sequence of sentences to form a short narratives</p> <p>Use simple conjunctions to link ideas e.g. 'and', 'but' 'so'</p> <p>Pluralise nouns using 's' and 'es' e.g. dog, dogs; wish, wishes.</p> <p>Use standard forms of verbs, e.g. go/went.</p> <p>Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p>	<p>Use sentences with different forms including statement, question, command and exclamation.</p> <p>Say, write and punctuate simple and compound sentences using the conjunctions 'and', 'but' and 'or'.</p> <p>Use subordination for time e.g. When we had finished, we went out to play.</p> <p>Other time conjunctions: while, as, before, after.</p> <p>Use subordination for reason e.g. I put my coat on because it was raining. : so, if, then, for, unless.</p> <p>Use expanded noun phrases to add description and specification.</p> <p>Select, generate and effectively use verbs including past tense, for narrative, recount and historical reports.</p> <p>Can use the simple present tense & past tense mostly correctly and consistently.</p> <p>Can use apostrophe to mark omission and singular possession in nouns.</p> <p>Begin to use the progressive (continuous) form of verbs in present or past tense e.g. 'She was singing'.</p>

Punctuation

Draw attention to punctuation when modelling reading or writing naming full stops and capital letters.

Draw attention to punctuation when modelling reading or writing naming exclamation marks and question marks.

Draw attention to punctuation when modelling reading or writing naming speech marks.

Use correctly and consistently capital letters and full stops to demarcate sentences

Recognise and know that full stops and capital letters are used to demarcate sentences.

Punctuate simple sentences demarcated with capital letters and full stops.

Use correctly and consistently question marks and exclamation marks

Begin to punctuate sentences with a capital letter and full stop.

Use capital letter for the personal pronoun 'I' and for names of people, places and days of the week.

Use commas to separate items in a list.

Identify and use question marks and exclamation marks

Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.

<p>Composition</p>	<p>To use print and letter knowledge in their early writing e.g. writing a shopping list, cards, their name.</p> <p>Orally retell or adapt stories and real experiences as narratives.</p>	<p>Create texts to communicate meaning for an increasingly wide range of purposes e.g. tickets, lists, invitations</p> <p>Create own stories and books with images and sometimes with words, in print and digital formats.</p> <p>To form complete sentences orally before writing.</p> <p>To memorise a sentence by repeatedly saying aloud before writing.</p> <p>To read and re-read own writing to check it makes sense.</p> <p>Begin to write simple sentences.</p>	<p>Plan writing by: Orally rehearse every sentence before writing</p> <p>Orally plan and rehearse ideas</p> <p>Sequence ideas/events in order</p> <p>Draft and write by: Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Use formulaic phrases to open and close texts e.g. One day, Long. long ago, And so, everyone was happy.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Evaluate and edit by: Discuss their writing with adults and peers.</p> <p>Read aloud their writing to adults and peers to check it makes sense.</p>	<p>Plan writing by: Planning and discussing what to write about e.g. story mapping, collecting new vocabulary, key words and ideas</p> <p>Orally compose every sentence before writing</p> <p>Draft and write by: Re- reading a series of sentences to check they make sense and are clearly punctuated.</p> <p>Writing simple poems based on model e.g. acrostic poems, list poems</p> <p>Using headings to organise sections of writing.</p> <p>Writing simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Evaluate and edit by: Evaluate their writing with adults and peers in relation to audience and purpose.</p> <p>Proofread own work to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p>
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Spelling

To write some or all of their name.

To write more familiar words e.g. 'm' for mummy, 'd' for daddy etc.

To use print and letter knowledge in their early writing e.g. writing a shopping list.

To begin to name and sound some of the letters of the alphabet.

To develop phonic knowledge by linking sounds to letters, identifying letters and writing recognisable letters in sequence, such as in their own name and CVC words.

To break the flow of speech into words.

To hear and say initial sounds in words.

To begin to segment sounds in words.

To begin to blend sounds in words.

To begin to write words by first identifying the sounds heard and then writing the sound with the correct letter/s.

Name the letters of the alphabet in order.

Use letter names to distinguish between alternative spellings of the same sound.

Spell words containing each of the phonemes already taught.
Be able to encode the sounds they hear in words.

Be able to read back words they have spelt.

Spell some words in contracted form including 'I'm', 'I'll' 'we'll'.

Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings).

Learn to spell common exception words including those from National Curriculum appendix 1 e.g. 'where', 'house', 'said'.

Spell the days of the week.

Use the spelling rule for adding -s or -es as the plural for nouns and third person in verbs

Use the prefix un- for words without any change to the spelling of the root word e.g. unkind, unwell

Use suffixes -ing, -ed, -er, -est, where no change is needed in the spelling of root words e.g. singing, hardest

Write from memory simple sentences dictated by the teacher that include words using the GPCs and exception words taught so far.

Review Year 1 common exception words.

Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.

Learn new ways of spelling phonemes for which one or more spellings are already known.

Learn to spell Y2 common exception words including those from National Curriculum appendix 1 e.g. 'should', 'pretty'.

Learn to spell more words with contracted forms e.g. 'didn't', 'couldn't'.

Distinguish between homophones and near- homophones.

Add suffixes 'ness' and 'er' to create nouns e.g. happiness, sadness, teacher, baker.

Select, generate and effectively use adjectives e.g. carefully, quickly

Add suffixes 'ful' or 'less' to create adjectives e.g. playful, careful, careless, hopeless.

Use suffixes 'er' and 'est' to create adjectives e.g. faster, fastest, smaller, smallest.

Use suffix 'ly' to turn adjectives into adverbs e.g. 'slowly', 'gently', 'carefully'.

Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.

<p>Handwriting</p>	<p>To hold and use mark making tools in a comfortable and effective way.</p> <p>To form recognisable printed letters through tracing and copying.</p> <p>Expose children to print and cursive script in the environment.</p> <p>Provide activities to promote and develop fine motor skills.</p> <p>Staff to model correct letter formation.</p>	<p>To develop an effective pencil grip.</p> <p>Children to be able to independently and confidently form all the letters of the alphabet in a clear printed style.</p> <p>Have clear ascenders ('tall letters') and descenders ('tails').</p> <p>To form recognisable printed letters from memory.</p>	<p>Use (finger) spaces between words</p> <p>Form lower-case letters correctly starting and finishing in the right place, going the right way round, correctly orientated.</p> <p>Use correct formation of capital letters.</p> <p>Use correct formation of digits.</p> <p>Develop printed lower case letters to use a leading stroke and exit flick</p>	<p>Use spacing between words that reflects the size of the letters</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use diagonal and horizontal strokes to join handwriting.</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Use cursive handwriting and letter joins with confidence in independent writing.</p>
<p>Writing Text Types</p>	<p>To include: Names, Labels, Greetings cards, Shopping lists, Invitations.</p>	<p>To include: Recounts of personal events Recounts of familiar stories.</p> <p>Non-fiction texts including those from nursery and lists, postcards, speech bubbles, recipes and menus.</p>	<p>Poetry - pattern and rhyme Poetry - shape and calligrams Setting descriptions Narrative - familiar settings Instructions Recount -personal experience Informal letters Poetry theme - nature</p>	<p>Character descriptions Poetry - developing vocabulary Narrative - retelling Narrative - Stories from other cultures Formal invitations Poetry theme - humorous Recount from personal experience Non- Chronological report</p>