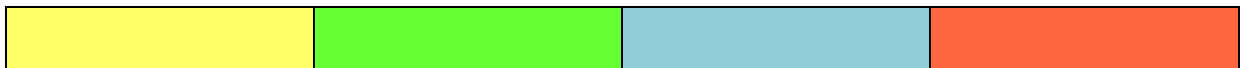




Dixons Allerton Academy Primary

Literacy Guidance Nursery to Year 2



Child Centred

Happiness Respect Achievement

Contents:

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Rationale: At Dixons Allerton Academy Primary, we understand that the ability to read and write is underpinned by a number of core skills. Children must:

- be competent and confident speakers and communicators (including the ability to listen to others)
- love to listen to and tell their own stories while using their imagination and ability to use interesting and adventurous words
- understand the power of reading as a tool for finding out more and interpreting the world around them
- understand the power of writing as a tool for communicating

Aims: This English and literacy guidance aims to:

- Ensure that all children have secure models of speech that will support them in communicating effectively either through speaking or writing
- Ensure that children have an increasing bank of vocabulary and sentence stems that will support them in speaking and writing in increasingly clear, structured and purposeful ways
- Ensure that children have the core spelling skills needed to achieve mastery in reading and writing by the end of Year 2
- Ensure that English and literacy are central to all teaching and learning across the curriculum

Staff Responsibilities: In order for all children to access the content of these continuums in embedded and masterful ways, all staff in every year group must consider their own role. For example, staff teaching children in Nursery must consider their role in the education and development of children who will be accessing the learning in other year groups at some stage in the near future. All staff must:

- Be familiar with the content of each continuum
- Ensure that colleagues hold high expectations of their own and other adults' spoken word in accordance with the models of speech and key words in these continuums
- Ensure that key vocabulary and associated images are displayed to support the reading and writing of each child in classrooms
- Ensure that they are familiar with the 'what can adults do/ provide' section of the continuums and ensure that classroom environments support them embedding of the content in these continuums.
- Ensure that parents are informed as to the content of these continuums through discussions and modelling at stay and learn sessions and regular parent workshops.

Talk for Writing (Fiction) Continuum

Year Group	Story Words Learned/ Skills Learned	What can adults do/ provide?
N	<p>Once upon a time Early one morning The end Next Finally</p>	<p>Use these repeated phrases often in conversation as well as using associated actions. When reading stories without these words, try to include them anyway. Praise those children who say the story words in structured contexts saying 'I like the way that you said ...' Encourage children to use the words 'next' and finally' when they are recounting experiences or giving instructions.</p>
R	<p><i>Consolidate all N words</i> Who Luckily Unfortunately After that So Happily ever after At that moment</p> <p>Understand that 'Once upon time...' is only ever used at the start of a story and 'The end' is only ever used at the end. Understand that 'happily ever after' identifies that the problem in the story has been solved. Children invent a range of stories using these words to tell them. Childrens' stories always have a setting and characters. They use the words 'there was a ...' to introduce the character and 'who lived' to introduce the setting.</p>	<p>Always use these words when telling and retelling the core story. Ensure that core story texts are re-written to include these words. Display all Reception and Nursery vocabulary in the classroom near the carpet area and in the mark making areas. Display a photograph of a child using the word next to it. When story mapping a story, always use these words and praise those children that do by saying 'I like the way that you used the word...' Ask children why they used the words 'once upon a time...' and 'the end' where they did. Provide a range of continuous and enriched small world props (characters and settings) to support children in making up their own stories. When children do make their own stories, ask them to story map them to show the sequence. Support children in beginning to refine their stories to include a problem that needs to be resolved. Where to problem is resolved, use the words 'happily ever after'. Always ask children to predict the ending to a story to make the point of the main event being resolved. Always ask children to use their 'reasoning skills' and praise them when they do so. 'I like the way you gave a god reason'.</p>
Y1	<p><i>Consolidate all R and N words</i> But Suddenly Because And Then</p> <p>Children invent and begin to write stories with increasingly clear structures using key repeated story language in the correct places. Children's spoken stories have a clear beginning, middle and ending with consistent characters throughout. Children use increasingly adventurous vocabulary including adjectives when orally innovating and inventing stories. Childrens' stories always include a main event that is somehow concluded. By the end of Y1, children are able to write a very simple story using and correctly spelling all of the words listed in the continuum so far.</p>	<p>Always use these words when telling and retelling the core story. Ensure that core story texts are re-written to include these words. Display all Year 1, Reception and Nursery vocabulary in the classroom near the carpet area and in the mark making areas. Display a photograph of a child using the word next to it. Provide a bank of story words in an early parent workshop. Ensure that Y1, R and N story words are included in spelling tests. Provide a range of enriched small world opportunities for children in invent their own stories. Provide vocabulary cards to support children in spelling key vocabulary correctly when they write them in stories. Before children begin to invent their own stories or retell stories that they already know, encourage them to create 'steps to success' in line with the peer critique continuum. Support children in critiquing each other's stories based on the criteria. Use 'house of thoughts' stems to support children in giving increasingly clear critiques. Ensure that 'adventurous adjectives' are displayed and included in spelling tests. Display the best stories which include the richest and most adventurous words. Reflect on childrens' storytelling and writing in learning mentor meetings.</p>
Y2	<p><i>Consolidate all R, N and Y1 words</i> However Although Until Before</p> <p>Children are able to plan stories before inventing, telling or writing them. Their plans show an increasing understanding of story structures and which vocabulary best belongs where. Children retell a range of increasingly complex stories with increasingly complex themes and issues (i.e. Fantastic Mr Fox). Children summarise and make predictions about each other's stories.</p>	<p>Always use these words when telling and retelling the core story. Ensure that core story texts are re-written to include these words. Display all Year 2, Year 1, Reception and Nursery vocabulary in the classroom near the carpet area and in the mark making areas. Display a photograph of a child using the word next to it. Provide a bank of story words in an early parent workshop. Ensure that Y2, Y1, R and N story words are included in spelling tests. Provide a range of enriched small world opportunities for children in invent their own stories. Provide vocabulary cards to support children in spelling key vocabulary correctly when they write them in stories. Encourage children to 'mind-map' their stories before they invent/ write them. Ensure that any key vocabulary (story words or adjectives) that are misspelt are identified in marking and feedback. Encourage children to give 'kind, specific and honest' advice and critique on each other's stories. Build in time to think and speak deeply about the themes of the core stories. Encourage children to think and speak about the feelings of the characters as well as summarising and inferring. Support children in redrafting stories that they have written based on the advice they have been given by peers and adults.</p>

Talk for Writing (Non-Fiction) Continuum

Y r	Non-Fiction Words Learned/ <i>Text types</i>	What can adults do/ provide?
N	<p><i>Oral Recounts of recent personal events</i></p> <p>First Next Finally</p> <p>Children speak using three or four words to recount recent events. They may use these time order words to structure their ideas and thoughts.</p>	<p>Always use these time order words with associated actions when speaking to children in a range of contexts. Praise those children who use these repeated phrases in simple sentences. 'I like the way that you said ...'</p> <p>Display photographs of children doing the actions for these words in the classroom. When returning from an educational visit, always order photographs to recount the experience.</p> <p>Ask children to represent their past experiences by drawing and mark making.</p>
R	<p><i>Oral Recounts of recent personal events/ Lists/ Instructions/ Facts</i></p> <p>After that Use of verbs (bossy words) i.e. put, cut, write.</p> <p>Children use full and increasingly complex sentences (i.e. six words in a coherent order) to recount recent events. With prompting and support, children begin to describe their feelings about recent events. Children use these time order words naturally in conversation with adults and other children as they recount past experiences and pre-empt upcoming events.</p> <p>Children write one of the four time order words that they learned in a simple sentence. Children say a clear, one sentence instruction using a time order word and a verb.</p>	<p>Ensure that all Nursery and Reception vocabulary is displayed in range of places in the classroom in a range of ways (i.e. on display, on key rings, outside).</p> <p>When giving verbal instructions, extenuate the saying of the verb (bossy word) and point. 'How did you know what to do?' Ensure that you always use time order words in a range of contexts and with expression to make the meaning of the word clear.</p> <p>Always order photographs and orally recount enrichment experience such as educational visits. Provide writing frames for children to speak and then write about them. Always create a small world with 'mini-mes' after an educational visit for children to act out recent experiences.</p> <p>Display a range of photographs from the enrichment opportunity for that half term in a range of areas to be used as talking points.</p>
Y 1	<p><i>Oral recounts of recent and distant personal events/ Very simple historical recount/ Lists/ Instructions/ Facts/ scientific experiments</i></p> <p>But Suddenly Because And Then Use of verbs i.e. put, cut, write. 'My prediction is...' 'A long time ago...'/ 'In the recent past...' 'There was a...'</p> <p>Children retell and write accounts of recent events in their own experience.</p> <p>Their recounts include an increasing amount of detail including reasons for things happening and opinions about what happened. Instructions and recipes always have clear verbs that are appropriate to the context (both in spoken and written form).</p> <p>Children make clear and reasoned predictions about what they think will happen in a range of contexts including experiments, stories and tests. Children orally recount simple historical events that have happened in their own lifetime (i.e. When City Park opened or when 'Westfield Shopping Centre' opened) using the stem 'In the recent past...' and saying a title.</p>	<p>Display all N, R and Y1 key vocabulary with associated actions in the classroom. Include all N, R and Y1 key vocabulary in spelling tests.</p> <p>Ask children to give you more detail by using the word because when they are orally recounting past experiences. Ensure that in writing, the word 'because' is spelt correctly. Always ask children to give a good reason for their predictions. Appraise the best predictions by commenting on the quality of the reasoning.</p> <p>Always ensure that when orally recounting a historical event, children say the title first (i.e. 'The Opening of City Park'). Children generate clear success criteria when saying instructional texts or writing them. Children critique each other's learning based on this criteria while using 'house of thoughts' stems.</p> <p>Provide a range of opportunities, particularly outside, for children to create their own experiments. Praise those children who make predictions by saying 'My prediction is...' Ensure that adventurous adjectives are spelt correctly in writing. Base marking and feedback on the correct spelling and use of these words.</p>
Y 2	<p><i>Oral recounts of recent and distant personal events/ Simple historical recounts/ Lists/ Instructions/ Facts/ Reviews/ Critiques/ Blurbs/ scientific experiments</i></p> <p>However Although Until Before Use of more adventurous adjectives 'My hypothesis is... because...' 'The conclusion was...' 'I like the way...' 'My opinion is... because...' 'This resulted in...'</p> <p>Children apply all of the skills and vocabulary that they have previously learned in a range of spoken and written contexts. All key vocabulary is spelt correctly and the correct tense is always used. Children speak and write about their predictions in a range of contexts.</p> <p>Spoken and written recounts and historical accounts include adventurous language, particularly in the way of adjectives. Children begin to use the words 'however' and 'although' when recounting a recent event.</p> <p>Children speak and write opinions about their own and other's achievements and interests (see peer critique continuum).</p>	<p>Display all Y1 and Y2 key vocabulary with associated actions in the classroom. Include all Y1 and Y2 key vocabulary in spelling tests.</p> <p>Children give kind, specific and honest advice and feedback on each other's non-fiction texts while referring to clear steps to success. Adventurous adjectives are always spelt correctly and any misconceptions are identified in marking and feedback.</p> <p>Ensure that you model the correct use of the words 'however' and 'although' in your interactions with children. Children create a range of class made and personally made books that recount their own experiences and historical events that they are familiar with.</p> <p>Encourage children to think deeply about and make predictions about how Bradford could continue to improve.</p>

Rules for Writing (Nursery to Year 2)

Year Group	Rules that children should know and apply	What can adults do/ provide?
Nur	<p>Good writers always say it first! If you can't say it, you can't write it! You don't need this (pencil) you need this (mouth).</p> <p>Capital letters at the start of names, not in the middle of names.</p>	<p>Whenever children make emergent marks to communicate meaning, ask them to say it first.</p> <p>When saying a sentence before you write it (or asking the children to write it) say it and touch your nose with a finger each time. Count the words and say it again.</p> <p>Provide name cards for children to copy and trace. Ensure that parents and children know that names are special and can be copied.</p>
Rec	<p>Good writers always say it first. If you can't say it, you can't write it.</p> <p>Start of a sentence 'capital letter'. In between words 'finger spaces'.</p> <p>End of a sentence 'full stop'. Always read your writing to check that it makes sense.</p>	<p>Complete a shared write every day.</p> <p>Expect children to always say their sentence first as well as count the words that they are going to write.</p> <p>Support children by accompanying each mantra with the appropriate action.</p> <p>Ask children to redraft their writing after they have read it and it doesn't make sense. Support them directly where needed.</p>
Yr 1	<p><i>Learning Goal Links – 2/C 5/R 6/W</i></p> <p>Good writers always say it first. If you can't say it, you can't write it.</p> <p>Start of a sentence 'capital letter'. In between words 'finger spaces'.</p> <p>End of a sentence 'full stop'. Always read your writing to check that it makes sense.</p> <p>Use a connective to give more information. Use an adjective to make it more interesting.</p>	<p>Ensure that verbal and written feedback relates directly to the core rules for writing (particularly in Autumn term).</p> <p>Expect children to always say their sentence first and count the words in their sentence on their fingers.</p> <p>Ask children to redraft and create a third draft if necessary to improve the clarity of their writing.</p> <p>Ensure that redrafts are displayed and celebrated as 'mistakes are learning's friend'.</p> <p>Teach the concept of connectives in literacy sessions as important in giving more information. Refer to them regularly in shared writes, phonics sessions and individual writing.</p> <p>Teach the concept of adjectives as describing words. Ensure that adjectives are displayed in the classroom and are featured on word mats for each unit of learning.</p>
Yr 2	<p><i>Learning Goal Links – 2/C 5/R 6/W</i></p> <p>All rules taught in N, R and Y1.</p> <p>Read it back to check it.</p> <p>End of a question, question mark. Speaking means speech marks.</p> <p>More information, connective – subordinate clause.</p>	<p>Continually support children in redrafting writing to make sure that it is their best work. Celebrate redrafts both by talking to the class and displaying examples. 'Mistakes are learning's friend'.</p> <p>Ensure that correct use of question marks and speech marks is commented on in written and verbal feedback. Where these features are not included, ensure that children know how to use them accurately next time.</p> <p>Teach the concept of subordinate clauses as giving the reader more information.</p>

Powerful Writing Non-Negotiables (Nursery to Year 2)

Note: At DAAP, we believe in the importance of writing as a tool for communicating. We value and respect children's emerging marks and understand the developmental stages of emergent writing. In order to support children in believing in the power of mark making as a tool for communication and believing in themselves as writers, we must create a range of meaningful writing opportunities with cause and effect to prove to children that their writing can be powerful in affecting change, achieving an end goal or persuading somebody of something.

Year Group	What the writing is for/ What it is communicating.	What can adults do/ provide?
Nur	<p>Write a range of messages to other children and adults in Nursery to communicate an immediate message (i.e. to leave a model).</p> <p>Write a letter to a parent/ carer to be taken home to ask to bring something into school.</p>	<p>Provide an area for children to write and leave messages for their friends and teachers (i.e. a set of named drawers).</p> <p>Write messages to children and ask them to reply.</p> <p>Create opportunities for children to write home to parents (i.e. invitations to parent workshops, request for a baby photograph)</p>
Rec	<p>Write labels as a means of sorting, classifying and naming their learning.</p> <p>Write a range of increasingly legible messages to other children and adults that can be read by themselves and others.</p> <p>Write a message to an adult based in another part of the school (i.e. another class teacher, Primary Head) to ask for something.</p> <p>Write a letter home that is then stamped and posted by the child and arrives home.</p>	<p>Always support and encourage children in writing labels and signs for their learning (i.e. writing a message to leave a block model or writing road signs).</p> <p>Always ask children to write their name when they have created a model or piece of art work.</p> <p>Provide an area for children to write and leave messages for their friends and teachers (i.e. a set of named drawers).</p> <p>Ensure that children have at least one opportunity to post something into a post box or visit a post office.</p> <p>Provide a range of provocations where children need to write to another familiar adult in school in order to solve a problem or achieve a solution.</p> <p>Provide a range of mark making opportunities outside (i.e. clipboards and chalk)</p>
Yr 1	<p><i>Learning Goal Links – 2/C 5/R 6/W</i></p> <p>Write a range of labels to sort, classify and name their learning in increasingly thoughtful and clear ways.</p> <p>Write a message to an adult based in another part of the academy (i.e. Principal, Science Faculty).</p> <p>Write a letter of thanks (which receives a response) to the host of an educational visit (i.e. Media Museum).</p>	<p>Ensure a range of opportunities are available for children to write labels etc (i.e. labelling designs and plans in the junk modelling).</p> <p>Create a range of provocations (and lead children where necessary) to write messages to other adults in the academy (i.e. to book a visit to the science laboratory).</p> <p>Always encourage children to write a letter of thanks to the venues that facilitate educational visits. Stamp and post the letters with the children.</p>
Yr 2	<p><i>Learning Goal Links – 2/C 5/R 6/W</i></p> <p>Write to a younger child in a younger year group to support them with something that they need help with.</p> <p>Write to a local business or company with an entrepreneurial idea linked to a class based project.</p>	<p>Create a range of opportunities for children to write to and communicate with younger children (i.e. invitations to exhibitions, assemblies, etc).</p> <p>Ensure that children have a range of mark making opportunities in provision.</p> <p>Link writing letters to the ideas that children have in class (i.e. an invention that they have designed and made that a company may be interested in).</p>

High Frequency/ Keywords Continuum

Year Group	Words Learned/ Skills Learned	What can adults do/ provide?																																																
Nur	<p>*Children begin to learn that text carries meaning and that letters together make a word.</p> <p>Child's own name</p> <p>Familiar logos in the environment (i.e. Asda, McDonalds, Tesco, Cadbury)</p>	<p>Always point out text in the environment including labels and signs. Make it clear that the text gives you information and informs you as to what to do. (i.e. 'I know the put the pencil in that pot because that label says pencil'.</p> <p>Always expect children to find their own name as part of self-registration.</p> <p>Provide name cards so support children in beginning to write their own name.</p> <p>Provide a range of familiar logos in the environment. Talk about them and where children have seen them regularly.</p>																																																
Rec	<p>Familiar logos. Children identify and read all of these words correctly both individually and in full sentences when reading. Children spell set 1 correctly at all times in their writing. Children always write their own name correctly and with letters formed correctly.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Set 1 (R)</th> <th>Set 2 (R)</th> <th>Set 3 (R)</th> </tr> </thead> <tbody> <tr> <td>the</td> <td>going</td> <td>you</td> </tr> <tr> <td>I</td> <td>go</td> <td>no</td> </tr> <tr> <td>to</td> <td>he</td> <td>they</td> </tr> <tr> <td>and</td> <td>she</td> <td>be</td> </tr> <tr> <td>went</td> <td>was</td> <td>am</td> </tr> <tr> <td>my</td> <td>said</td> <td>is</td> </tr> <tr> <td>me</td> <td>we</td> <td>that</td> </tr> <tr> <td>like</td> <td>are</td> <td>into</td> </tr> <tr> <td></td> <td>in</td> <td>then</td> </tr> </tbody> </table>	Set 1 (R)	Set 2 (R)	Set 3 (R)	the	going	you	I	go	no	to	he	they	and	she	be	went	was	am	my	said	is	me	we	that	like	are	into		in	then	<p>Ensure that children's name cards are provided to support them in continuing to write their names accurately. Always challenge letter formation where needed.</p> <p>Produce a logo alphabet book with a page for each letter (i.e. A for Asda, B for Burger King'.</p> <p>Produce a chocolate wrapper logo book with a chocolate wrapper for each letter (i.e. A for After Eight, B for Bourneville, C for Cadbury's Milk).</p> <p>Display each key word as you learn it in phonics sessions. Ensure that it is displayed in the mark making area as well as the carpet area.</p> <p>Give parents a key word key ring as part of an early parent workshop.</p> <p>Always positively challenge the mis-spelling of a key word in any context.</p> <p>Play matching pairs with keywords.</p> <p>Provide keyword shadow templates in the provision (i.e. the shapes of the letters). Can children work out the shape of familiar keywords?</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px; margin-left: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: 5px;"></div> </div> <p>= the</p>																		
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Yr 2	<p>Children identify and read all of these words correctly both individually and in full sentences when reading. Children spell set 1- 11 correctly at all times in their writing.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Set 8 (Y1)</th> <th>Set 9 (Y1)</th> <th>Set 10 (Y1)</th> <th>Set 11 (Y1)</th> </tr> </thead> <tbody> <tr> <td>eleven</td> <td><i>their</i></td> <td>nineteen</td> <td>conclusion</td> </tr> <tr> <td>twelve</td> <td><i>there</i></td> <td>twenty</td> <td>fabulous</td> </tr> <tr> <td>thirteen</td> <td><i>they're</i></td> <td>innovate</td> <td>sentence</td> </tr> <tr> <td>fourteen</td> <td>fifteen</td> <td>predict</td> <td>thoughtful (y)</td> </tr> <tr> <td>author</td> <td>sixteen</td> <td>answer</td> <td>careful (y)</td> </tr> <tr> <td>illustrator</td> <td>seventeen</td> <td>gigantic</td> <td>interesting</td> </tr> <tr> <td>invent</td> <td>eighteen</td> <td>ugly</td> <td>detailed</td> </tr> <tr> <td>question</td> <td>evaluate</td> <td>fantastic</td> <td>adventurous</td> </tr> <tr> <td>suddenly</td> <td>prediction</td> <td>fraction</td> <td>'Months of the year'</td> </tr> <tr> <td>equal</td> <td>beautiful</td> <td>measure</td> <td></td> </tr> <tr> <td></td> <td></td> <td>'Seasons'</td> <td></td> </tr> </tbody> </table>	Set 8 (Y1)	Set 9 (Y1)	Set 10 (Y1)	Set 11 (Y1)	eleven	<i>their</i>	nineteen	conclusion	twelve	<i>there</i>	twenty	fabulous	thirteen	<i>they're</i>	innovate	sentence	fourteen	fifteen	predict	thoughtful (y)	author	sixteen	answer	careful (y)	illustrator	seventeen	gigantic	interesting	invent	eighteen	ugly	detailed	question	evaluate	fantastic	adventurous	suddenly	prediction	fraction	'Months of the year'	equal	beautiful	measure				'Seasons'		<p>Ensure that all keywords sets 4, 5, 6, 8, 9, 10 and 11 are displayed from the beginning of Y2.</p> <p>Always challenge mis-spelling of keywords in writing in accordance with the marking and feedback continuum.</p> <p>Ensure that all Y1 and Y2 keywords form spelling tests throughout Y2.</p> <p>Encourage children to record their spelling test results over time. Encourage the concept of mastery and achievement over time.</p> <p>Always identify keywords when completing shared or guided reading sessions.</p> <p>Support children in critiquing each other's writing with a focus on the correct spelling of these key words.</p> <p>Ensure that when a child struggles to read a keyword when reading 1-1, that it is recorded in their home-reading journal to support parents in knowing.</p>
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Punctuation, Grammar and Spelling Guidance (Nursery to Year 2)

Year Group	Punctuation	What can adults do/ provide?
Nur	<p>A developing understanding of stopping at the end of a spoken sentence to indicate a full stop. Identify . ! and ? when reading texts with children.</p>	<p>When reading, take a breath when you come to a full stop. Say 'End of a sentence... full stop'. Ensure a text rich environment with lots of punctuation (particularly full stops and question marks). Point them out to children particularly when they have said it 'Do you remember when you said ... You asked a question, that is why I there is a question mark'. Share a range of books and texts with children always identifying punctuation and what it means. Always use intonation in your voice when reading to make the meaning of punctuation clear.</p>
Rec	<p>A . ! ? ----- R- Identify . ! and ? when reading texts with children. Children demonstrate an emerging understanding that '!' or '?' may change the tone of voice that you use when reading. W- Children write all keywords sets 1-3 accurately and some sets 4-5 accurately. W- Children spell cvc/ ccvc/ cvcc words in phonetically plausible ways.</p>	<p>Always say and ask children to repeat the rules for writing/ reading whenever writing or reading. Ask children to identify capital letters and full stops in text that they read. Always read the learning intention and other text on IWB during carpet sessions. Ensure a text rich environment and encourage children to access text around them. When reading individually with children or in groups of children, encourage them to take a breath when they come to a full stop. 'End of a sentence... full stop (breath)'. Talk about why. Provide children with captions and sentences in phonics lessons and provision that sometimes include question marks. 'Stretch the word' when orally segmenting cvcc/ ccvc words (pull the word out of your mouth with your hand!)</p>
Yr 1	<p><i>Learning Goal Links – 2/C 5/R 6/W</i> W- Children always include finger spaces, capital letter at the start of a sentence and a full stop at the end of a sentence when writing. R- Children pause at a full stop and talk about why. R- Children can identify ! and ? when reading and change their voice accordingly. R- Children identify that an apostrophe represents a missing sound. W- Children begin to use ? accurately in writing. R- Children read with expression when prompted when they come to speech marks. W- All keywords up to Set 7 are spelt correctly both in sentences and in isolation. W- Children never 'dodge a tricky word'. They will attempt to write words in phonetically plausible ways.</p>	<p>Ensure that rules for writing are displayed. Ensure that misconceptions around capital letters and full stops in writing are challenged immediately through written and verbal feedback. Ask children to read back their own writing. When reading, model the taking of a breath at a full stop. Talk about why. Ensure that contractions with apostrophes are taught through discreet literacy teaching. Display examples in the classroom for children to refer to. Ask children to identify ! and ? when reading. Ask them to change the intonation in their voice accordingly 'How do you think that character may say that?' 'Why?' Ensure that books that children access and take home contain apostrophes, exclamation marks and question marks. Lead a parent workshop on Year 1 punctuation. Ensure that parents understand the correct terminology and how to point it out to children. Ensure that weekly spellings are taken home by children and playful spelling tests are conducted in class from after Christmas. Encourage children to put a dotted line under words they are not sure of the spelling of. Ask them to check the spelling in a dictionary.</p>
Yr 2	<p><i>Learning Goal Links – 2/C 5/R 6/W</i> R/ W- Children apply all skills in N, R and Y1 in both writing and reading. W- Accurately use ? and ! in writing. W- Children begin to accurately use apostrophes in their writing. W- Children begin to write speech marks in their writing (with adult support where needed). R/ W- Children accurately name all Year 2 punctuation in context. R/ W – Children identify and write homophones (words that sound the same but with different spelling correctly in their reading and writing). R/ W- Children begin to use a simple dictionary to find how to spell words. W- Children never 'dodge a tricky word'. W- Children accurately write words with the suffixes – ing, ed, s, er, ly, y and ful. W- Children write words with the prefixes -</p>	<p>Spellings to be sent home every week. Playful spelling tests to be conducted in class. Year 2 spellings to be displayed and changed every week. Provide dictionaries in the reading writing areas. Regularly model how to use them. Ensure that marking and feedback links directly to punctuation; particularly full stops, exclamation marks, question marks and speech marks. Display good examples of when Year 2 punctuation is used accurately. Always ask children to name the punctuation that they come across in both reading and writing. Ensure that all Year 2 punctuation is displayed, named and referred to regularly. Encourage children to put a dotted line under words they are not sure of the spelling of. Ask them to check the spelling in a dictionary.</p>

