



Year 1 and 2
Writing and
SPaG Workshop

Aims

- To explain what is taught in Writing in Year 1 and 2
- Explain some of the concepts to allow you to support your children at home

Phonics Screening in Year 1

All children across the country have to participate in a phonics screening check during the Summer term. This will consist of a 1:1 short test which is done with an adult. All children will be asked to use their phonic knowledge to segment and blend a selection of real and alien words. The pass mark is not announced until after the screening has taken place.

To support this, phonics is taught in year 1, looking at alternative sounds such as 'aw' in awful and 'au' in autumn to support the test. An example of the test is on the next page.

Any children who do not pass will re-take the test in year 2 and these children receive phonics lessons as well as spelling in year 2.

Section 2

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- Although reading will be covered in another presentation, supporting your child's reading at home will support their progress in writing. Reading a variety of both fiction and non-fiction texts will support their understanding of language which will in turn, support their writing.

What is Taught and When

- Over a half term, the children are taught 3 genres writing, poetry, fiction and non-fiction.
- Each of these are usually taught in two week blocks and will relate to a particular text or author that is the focus of the year group.

Poetry

- The children will use a focus poem and will look at the language and layout such as verses, repetitive text and rhyming.
- Children will explore the language together and experiment with creating their own versions.

Fiction

- The class will work on a focus text and will create a 'tool box' which consists of all the elements that are required in their writing. This provides them with structure when writing independently.
- We use Alan Peat's *Boxing Clever* which supports sequential story writing and breaks the story writing into sections with pictures, these sections are: who? Where? Where Next? What Goes Wrong? Who Helps? Where Last and Feelings? This allows the children to write in supported blocks over a period of two weeks and to 'magpie' sections to support independently writing. The children will also put actions to the story that they can then recite when writing.

Non-Fiction

- Once again, we use Alan Peat resources to support the range of non-fiction that we study. This will be topic based writing such as diary writing in year 2 for the Great Fire of London and letter writing in year 1 for their topic about T-Rex on Tour!
- Tool boxes will be created to support the writing of these and other examples of non-fiction that are taught are non-chronological reports, recounts and instructions.

SPaG – What does it mean?

- Spelling
- Punctuation
and
- Grammar

Spellings

Children will receive weekly spellings that relate to the high frequency words for their year group and to the spelling rule of the week. They are encouraged to read, write and use these in context.

As well as this, they will also be taught a range of spelling rules such as silent letters like 'knight and gnaw' and alternative sounds such as j/ge/dge

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Punctuation

- Basic punctuation is taught from EYFS and is continued into year 1 and 2. There is focus on correctly used capital letters like at the beginning of a sentence and for proper nouns such as the name of a person or place and the personal pronoun 'I'. As well as this we teach the use of commas, question marks, exclamation marks and finger spaces. In year 2, there will also be a focus on the use of apostrophes for possession (Jack's apple) and in contractions (I'm, don't can't)
- This is all taught by using Kung-Fu punctuation which encourages actions to support the punctuation (see the next slide of examples).

Kung-Fu Punctuation



Grammar

- The children are taught to use past and present tense correctly

Sentence	Past tense	Present tense
Samir enjoys cooking.		
Eva laughed at the joke.		
Poppy caught the ball.		

Co-ordinating Conjunctions

Co-ordinating conjunctions are used to join to main clauses.

and

but

for

or

so



Sophie is smart **and** she is friendly.

Matthew is tired **so** he won't play football tonight.

The dragon was hungry **but** it wouldn't eat humans.



Subordinating Conjunctions

These join a main clause (which makes sense on its own) with a subordinate clause. The subordinate clause needs a 'piggy back' from the main clause as **it doesn't make sense on its own!**

While after as because
until before when
since unless if although

Harvey would stay inside the house **until** it was safe to come out.
Every night, **before** the sun went down, the dragon appeared in the sky.

Parts of Speech



NOUN

Name of a person, place, thing or idea.

Examples: Daniel, London, table, hope
- *Mary* uses a blue *pen* for her *notes*.

PRONOUN

A pronoun is used in place of a noun or noun phrase to avoid repetition.

Examples: I, you, it, we, us, them, those
- *I* want *her* to dance with *me*.

ADJECTIVE

Describes, modifies or gives more information about a noun or pronoun.

Examples: cold, happy, young, two, fun
- The *little* girl has a *pink* hat.

VERB

Shows an action or a state of being.

Examples: go, speak, eat, live, are, is
- *I* *listen* to the word and then *repeat* it.

ADVERB

Modifies a verb, an adjective or another adverb. It tells how (often), where, when.

Examples: slowly, very, always, well, too
- *Yesterday*, I ate my lunch *quickly*.

PREPOSITION

Shows the relationship of a noun or pronoun to another word.

Examples: at, on, in, from, with, about
- I left my keys *on* the table *for* you.

CONJUNCTION

Joins two words, ideas, phrases together and shows how they are connected.

Examples: and, or, but, because, yet, so
- I was hot *and* tired *but* still finished it.

INTERJECTION

A word or phrase that expresses a strong emotion. It is a short exclamation.

Examples: Ouch! Hey! Oh! Watch out!
- *Wow!* I passed my English exam.

Handwriting

- In Year 1 we continue with the use of the handwriting rhymes the children were familiar with in EYFS and this is taught in formal handwriting lessons. In year 2, this continues but with an emphasis on joining letters.

What you can do at home

- Support the children with their homework and weekly spellings.
- Encourage your child to write for different purposes such as the shopping list, a letter to a family member, an invitation or create your own Boxing Clever story from magazines.
- **Have fun with writing!!**

Books to help

- Oxford Primary Grammar, Punctuation and Spelling Dictionary
- Barrington Stoke School Spelling Dictionary

Website for help

- www.oxforddictionaries.com/schools
- www.theschoolrun.com/primary-literacy-glossary-for-parents
- [National Curriculum - spelling](#)
- [National Curriculum - Vocab, grammar and punctuation](#)
- <https://kidthesaurus.com>