

Writing



How do we teach writing?

At Lyppard Grange Primary School, we teach writing as a whole class which is the same as all other subjects in Year 2. We aim to allow children to write for a purpose and so teach our writing through our themes and link this to quality texts and books.

We use the T4W (Talk for Writing) approach to teaching writing, across the school. This is an approach to teaching writing that has been developed by the literacy specialist Pie Corbett. It splits writing into three-stages:

- Imitation – where children learn and unpick the model text
- Innovation – where children use ideas and structures from the model text to change their writing and create new versions
- Invention – where children create their own texts, based on the knowledge they have learnt, independently

Children all work towards the same target, as identified from the National Curriculum, but children are given specific tailored targets during our writing lessons. They are also supported with different scaffolds to allow them to achieve their potential.

All year groups now have non-negotiables. Children need to ensure that any piece of writing includes these features. By the end of Year 2, children should be confident when self-assessing and editing their writing against the non-negotiables and other features.

ABC			freeze sh i mm er	. ? ! ' ,	Aa Bb Cc
Capital Letters for all names and start of sentences	Use finger spaces	Spell Common Exception Words	Use Sounds and Syllables strategy	Correct punctuation	Are your letters the correct size?

Example of non-negotiables for Year 2

Key points – Talk for Writing (T4W) and Word Mats



Example of a text map

We use parts of 'Talk for Writing – Pie Corbett' to help children with their writing. This includes activities such as using boxing-up to show planning and **text mapping** to help children create actions to remember texts. Microphones are used to help children orally rehearse their writing.

Word mats are used to help children to spell the common exception words from EYFS (the bee words), Year 1 (the flower words) and for Year 2 (the leaf words).

The Year 2 words (leaf words) will be introduced to children throughout the year.

Feedback

Children are given time to write and edit after they have received **feedback**. They look through their work and find any punctuation and spelling that needs to be changed. This is highlighted by teachers through the use of blue highlighters. We highlight any sounds in words that may be wrong, not the whole word.

SPaG

SPaG – Spelling, Punctuation and Grammar. SPaG is taught to children through their theme where possible. We are ‘frontloading’ grammar for each year group so that all objectives have been taught by the end of the Autumn term. So far, we have been focussing on sentences and for children to understand what makes up a sentence including words such as:

- Nouns
- Adjectives
- Expanded noun phrases
- Verbs



Writing Magic

Writing Magic is a daily 15-minute session where children practise their SPaG knowledge.

<p>subject + verb = sentence Rearrange these words to make a sentence.</p> <p>the his licked wolf hungry lips</p>	<p>What is missing from this sentence?</p> <p>what a scary creature he is</p>
<p>Which phonemes are missing from these words?</p> <p>b _ l</p> <p>p l _ t _</p> <p>SPELLING</p>	<p>Dictated sentence - write the sentence in your best handwriting.</p> <p>Can you hear the wind blowing loudly?</p>

Spelling

KS2 follow ‘Sounds and Syllables’ which is a scheme for spelling where children are encouraged to use their ‘spelling voice’, counting the number of syllables in words, and breaking each syllable down into sounds. Children in Year 2 will be working towards this, building in elements of ‘Sounds and Syllables’ but will primarily be focussing on recapping their year 1 phonics and learning new alternative graphemes until October half term.

Thank you for your time,

Please don’t hesitate to speak to your child’s class teacher if you have any further questions.

The Year 2 Team