



# Writing in Year 2



A survey by the [National Literacy Trust](#) found that children who **enjoy** writing are **seven times more likely** to write **above** the expected level for their age, and children who **dislike** writing are **eight times more likely** to write **below** it. We aim to create caring, positive, passionate environments in which children identify as writers and view writing as a pleasurable activity. As an infant school, we understand the need to **balance the teaching of transcription and compositional skills**. We create opportunities for children to experience and **enjoy the craft of writing** and carefully plan 'writing workshops' so that children experience the **pleasure and satisfaction** of 'publishing' their written work for an audience [[Writing 4Pleasure](#)].

## Phonics and Spelling

Phonics is the **primary way to teach spelling** [[The Writing Framework](#)] and **systematically and explicitly** teaches pupils a comprehensive set of **sound-letter relationships for spelling** [[EEF Recommendation 3](#)]. We are proud to have developed our own bespoke **Systematic Synthetic Phonics Programme** which meets the [DfE's Essential Core Criteria](#). A full [Parent Guide](#) outlining the Phases in our programme is available on our website, along with Phase specific videos on [Tapestry](#).

In phonics lessons and written activities across the curriculum, children are given tasks that allow them to **practise and apply the spellings they have been taught** [[The Writing Framework](#)]. Children are encouraged to independently access resources such as [sound mats](#) to support their spelling. 'Tricky words' are explicitly revised and taught each week and the use of songs, rhymes and mnemonics enable children to **identify the tricky part of the word** and support recall and retention of spelling [[The Writing Framework](#)].

Upon completion of Phase 5, children move onto our 'Beyond Phonics Programme', where they continue to explore **orthography**: correct spelling and how letters form words; and consider **morphology**: the structure of words and their relationship with other words [[The Writing Framework](#)].

## Grammar, Punctuation and Vocabulary

We recognise the importance of teaching grammar, punctuation and vocabulary in the context of a **sound understanding of reading and writing rather than in isolation** [[The Writing Framework](#)]. Our [core books](#) contain exciting vocabulary, a range of punctuation and different grammatical features which are explicitly highlighted by the teacher, so that children are aware of the importance their role in **conveying meaning**. Having explored textual features in context, children are then taught to use and apply these **meaningfully and successfully** in their own writing [[Curriculum and Assessment Review](#)]

Learning Organisers for foundation subjects contain **colour-coded 'tiered vocabulary'** specific to that subject/curriculum topic. This is shared in context with pupils to further support them to develop a **broad and deep vocabulary** and **communicate accurately, concisely and creatively** [[The Writing Framework](#)]. Communication boards with **widgit symbols** are used in all subjects to ensure 'green' words are understood and used correctly by all learners, including those with SEN and EAL. These are used effectively during lessons and for **pre-teaching interventions** [[EEF Recommendation 8](#)].

## Handwriting

Effective teaching of handwriting **reduces children's cognitive load**. We aim to build **fluency** in handwriting skills to the point that they become **automated** [[EEF Recommendation 6](#)]. **Physical readiness** to write is considered and supported and 'ready to write' **routines** are established [[The Writing Framework](#)]. After revisiting [letter families](#) and paying attention to **how letters in each family are formed**, children who have secured correct formation will learn both **diagonal and horizontal joins**, aiming to develop a joined script that is **neat, fluent and legible**. To enable children to practise similar joins, letters are arranged into 'joining groups' and there is a **clear sequence of progression** for five sets of joins. Videos on [Tapestry](#) support a **consistent approach** at home.

## Writing Workshops

We apply the **principles of world-class writing teaching**, alongside our [school values](#) in order to structure our writing workshops [[Writing 4Pleasure](#)]. Children are taught that everyone can be an **independent writer** and that we always read, share and talk about writing with **kindness and respect**. Writing projects are designed with children's interests in mind, so they care about **what and why** they are writing, and know **who they are writing for**.

Workshops link to our [core books](#) and, after 'reading the text as a writer' (exploring writing techniques that they would like to use in their own writing) children complete a 'GAP' table, detailing the **genre, audience and purpose** of writing. Children are given time to **generate ideas** and **plan** their writing, in a variety of ways: talking to their peers, drawing, pictures, creating mind maps and listing key vocabulary. This helps them to begin to sequence their ideas.

Children are praised for showing **resilience** as they **draft** their writing and practise applying their knowledge of grammar, spelling and punctuation. They are encouraged to take **responsibility** for setting and meeting writing goals: discussing their writing with others, **checking for errors** and **making edits and improvements** [[EEF Recommendation 5](#)]. Finally children apply their handwriting skills in a **meaningful context**: 'publishing' their final project, so it is 'reader ready' and they are proud to share it with their intended audience.