



Curriculum Information

Year Two - Writing



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



A pupil following Westfield's Y2 writing curriculum...

WORKING TOWARDS THE EXPECTED STANDARD

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words



WORKING AT THE EXPECTED STANDARD

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or/ and/ but) and some subordination (e.g. when/ if/ that/ because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters



- use spacing between words that reflects the size of the letters

WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing

- use the punctuation taught at key stage 1 mostly correctly

- capital letters

- full stops

- question marks

- exclamation marks

- commas in lists

- apostrophes for contractions

Note: the list opposite is from the NC, appendix 2. It is provided here as a guide only!



	<ul style="list-style-type: none">• apostrophes for singular possession
<ul style="list-style-type: none">• spell most common exception words	
<ul style="list-style-type: none">• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	
<ul style="list-style-type: none">• use the diagonal and horizontal strokes needed to join some letters	