

Writing at Upottery – Kingfisher Year A

Writing composition – Range of texts.

	Autumn1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
	Poetry	Fiction	Fiction	Non-fiction	Fiction	Non-fiction	Poetry	Non-fiction	Fiction	Poetry	Non-fiction
Progression of core texts	<p><b>What I Like!</b>  <b>Poems for the Very Young by Gervaise Phinn (Child's Play)</b>  <b>Grammar:</b>                      Sentences</p>	<p><b>The High Street by Alice Melvin (Tate Gallery Publications)</b>  <b>Grammar:</b>                      Expanded noun phrases                      Present/past tense                      Possessive apostrophe                      Commas in a list                      Sequenced narrative punctuated with capital letter, full stop or exclamation mark</p>	<p><b>Boa's Bad Birthday by Jeanne Willis and Tony Ross</b>  <b>Grammar:</b>                      Leaving spaces                      Punctuation capital letters (Pronoun I and proper nouns), full stops, question marks and exclamation marks                      Sequenced narrative                      Joining sentences with 'and'</p>	<p><b>How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley (Simon and Schuster)</b>  <b>Grammar:</b>                      Sentence types: commands, questions, statements                      Punctuating sentences using full stops, question marks and exclamation marks                      Verbs</p>	<p><b>Little Red Riding Hood Nosy Crow and Ed Bryan (Nosy Crow)</b>  <b>Grammar:</b>                      Sentence types: statements, commands, questions, exclamations                      Punctuating sentences using capital letters, full stops, question marks and exclamation marks                      Expanded noun phrases                      Choosing verbs to add precise details for the reader                      Past tense</p>	<p><b>Stella and the Seagull by Georgina Stevens and Izzy Burton (Oxford)</b>  <b>Grammar:</b>                      Sequence sentences to maintain cohesion                      Capital letters for names and the pronoun I                      Multiclaue sentences using and</p>	<p><b>The Train Ride by June Crebbin (Walker)</b>  <b>Grammar:</b>                      Sentences                      Punctuating sentences using full stops and question marks</p>	<p><b>Playing with Friends by Rebecca Rissman (Raintree)</b>  <b>Grammar:</b>                      Verbs – Present simple tense, past simple tense, past progressive tense and present progressive tense                      Punctuation – Capital letter full stop/exclamation                      Headings</p>	<p><b>Augustus and his Smile by Catherine Rayner (Little Tiger)</b>  <b>Grammar:</b>                      Using the conjunction but                      Expanding noun phrases                      Alliteration                      Commas in lists                      Verbs – past tense</p>	<p><b>Tell Me a Dragon by Jackie Morris, (Frances Lincoln)</b>  <b>Grammar:</b>                      Expanded noun phrases</p>	<p><b>Seed to Sunflower by Camilla de la Bédoyère (QED Lifecycles)</b>  <b>Grammar:</b>                      Spaces between words                      Single Clause (simple) sentences                      Coordination using and in multiclaue (compound) sentences                      Subordination particularly using when in multiclaue (compound) sentences                      Sentence punctuation: capital letters, full stops                      Commas in a list                      Present tense</p>
Independent purposeful writing outcomes.	To write own poem based on one of the senses	To write own reverse cumulative story about local shops for other children to read.	To write own birthday story based on the model	Write your own set of instructions about caring for an imaginary pet	To rewrite the story of Little Red Riding Hood changing some key details.	To write a letter asking for help with an environmental issue.	Write a 'journey' story with a clear sequence of events in the style of 'The Train Ride'	To write an historical information page(s) about a topic of your choice (school, home, toys, cooking food) with a heading and 2 sentences which draw comparisons between the past and today	To write their own story based on the structure of Augustus and his Smile	Make individual 'Tell me a Dragon' books	To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction

											voice of a scientist
Grammar and Punctuation	Grammar Leave spaces between words	Yr1 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>beginning to punctuate sentences using a capital letter and a full stop, or exclamation mark</li> <li>using a capital letter for names of people</li> </ul> Yr2 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full</li> </ul>	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> <li>combining words to make sentences (Y1)</li> <li>joining words and clauses/sentences using and (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</li> </ul>	r1 Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <ul style="list-style-type: none"> <li>Separate words with spaces</li> </ul> Yr2 Learn how to use both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks	Yr1 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> <li>joining words and joining sentences using 'and'</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question or exclamation marks</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> Yr2 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full</li> </ul>	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> <li>combining words to make sentences (Y1)</li> <li>joining words and clauses/sentences using and (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</li> </ul> use the grammar terminology in English Appendix 2 in discussing their writing (Y1)	<ul style="list-style-type: none"> <li>Beginning to punctuate sentences using a capital letter and question mark</li> </ul> Using a capital letter for the personal pronoun 'I'	Grammar Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> <li>combining words to make sentences (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</li> </ul> learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command (Y2) (understanding how the grammatical patterns in a sentence</li> </ul>	Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>joining words and joining clauses using and (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</li> <li>learning how to use both familiar and new punctuation correctly including...commas for lists and apostrophes for contracted forms (Y2)</li> </ul> Learn how to use expanded noun phrases to describe and specify (Y2)  Learn how to use co-ordination (using or, and, or but) (Y2)	Grammar <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop (Yr1)</li> <li>learning how to use both familiar and new punctuation correctly (Yr2)</li> <li>expand noun phrases for description (Yr2)</li> </ul>	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> <li>combining words to make sentences (Y1)</li> <li>joining words and clauses/sentences using and (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>using commas to separate items in a list (Y2)</li> </ul> learn how to use: <ul style="list-style-type: none"> <li>the present and past tenses correctly and consistently</li> </ul>

		stops, capital letters, exclamation marks, commas for lists and the possessive apostrophe (singular) Learn how to use: <ul style="list-style-type: none"> <li>• noun phrases to describe and specify</li> <li>• the present and past tenses correctly and consistently</li> </ul>			stops, capital letters, exclamation marks, question marks, <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• noun phrases to describe and specify</li> <li>• the present and past tenses correctly and consistently</li> </ul>			indicate its function <ul style="list-style-type: none"> <li>• the present and past tenses correctly and consistently throughout writing (Y2)</li> <li>• the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) (Y2)</li> <li>• some features of written standard English (Y2)</li> <li>use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)</li> </ul>		throughout writing (Y2) subordination (when, if, that, because) and coordination (or, and, but) (Y2) <ul style="list-style-type: none"> <li>• some features of written standard English (Y2)</li> <li>use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)</li> </ul>
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Spelling	<p>We follow Little Wandle for Letters and Sounds to teach phonics for reading which has an element of spelling in every session. Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught, common exception words, the days of the week.</li> <li>• name the letters of the alphabet: (naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound).</li> <li>• add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum.</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p>Year 2 children follow the Little Wandle Letters and Sounds Spelling Programme. This includes the phase 5 review spellings, bridge to spelling and the 20 weeks of spelling units, covering the national curriculum spelling objectives.</p> <p>Autumn 1 (Phase 5 review) Autumn 2 (Bridge to spelling) Spring and Summer (20 week spelling units)</p>
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Handwriting	<p>Year 1</p> <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• start all letters on the line in preparation for joining.</li> <li>• use some of diagonal and horizontal strokes needed to join letters and understand how to join letters.</li> </ul>
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Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- write 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.

Writing at Upottery – Kingfisher Year B

Writing composition – Range of texts.

	Autumn1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Non-fiction	Non-fiction	Fiction	Poetry	Fiction	Non-fiction	Fiction	Fiction	Poetry	Non-fiction		
Progression of core texts	<p><b>How do you feel? written and published by Patrick George</b>  <b>Grammar:</b>                      Emotion/feeling words                      Spaces between words                      Punctuating sentences using full stops and question marks                      Capital letter for pronoun 'I'</p>	<p><b>Hidden World: Ocean by Libby Walden and Stephanie Fizer (Coleman, 360 Degrees)</b>  <b>Grammar:</b>                      Expanded noun phrases                      Using 'and' to link single-clause sentences (coordination)                      Subordination, using 'so'                      Simple adverbials of 'where'                      (The work on noun phrases and subordination could be developed further for teaching Y2, if desired.)</p>	<p><b>Traction Man is Here! by Mini Grey (Red Fox)</b>  <b>Grammar:</b>                      Progressive verb form: present progressive                      Expanded noun phrases: adjectives                      Punctuating sentences using capital letters, full stops, question marks and exclamation marks</p>	<p><b>Zim Zam Zoom by James Carter (Otter Barry)</b>  <b>Grammar:</b>                      Sentences: composing orally                      Performing poetry</p>	<p><b>The Three Little Pigs by Mara Alperin and AgJatkowska (Little Tiger)</b>  <b>Grammar:</b>                      Capital letters for names                      Precise verb choices                      Past simple tense and present simple tense                      Expanded noun phrases                      Onomatopoeic words</p>	<p><b>Penguins by Emily Bone (Usborne)</b>  <b>Grammar:</b>                      Expanded noun phrases (to create humour)                      Link events with subordinating and co-ordinating conjunctions                      Past progressive verb form</p>	<p><b>How to Hide a Lion at School by Helen Stephens (Scholastic)</b>  <b>Grammar:</b>                      Sentence types: capital letters, full stops, question marks, exclamation marks, personal pronouns I and capitals for proper nouns, past and present tense correctly and sentence types</p>	<p><b>Naughty Bus by Jan and Jerry Oke</b>  <b>Grammar:</b>                      Punctuating sentences using capital letters, full stops, exclamation marks.</p>	<p><b>I Love Bugs by Emma Dodd (Orchard)</b>  <b>Grammar:</b>                      Joining words and phrases using and                      Expanded noun phrases</p>	<p><b>Amelia Earhart by Izabel Sanchez Vegara (Little People, Big Dreams series, Frances Lincoln)</b>  <b>Grammar:</b>                      Subordination (when/as)                      Past and present tense</p>		
Independent purposeful writing outcomes.	To create a short book which includes simple images and sentences describing how we feel and asking someone else how they feel.	To contribute sentences/pages to a class lift-the-flap book about animals or plants of a particular environment/habitat, e.g. rainforest, pond, local area.	To write a Traction Man style story based on own toy.	To write their own Kenning poem based on a model from the text.	Y1 To write the story of The Three Little Pigs Y2 To write the story changing some key details such as the characters and/or setting	To write their own information text in sections about another animal/animal family that they have learnt about	To write own story about hiding an animal on a school trip	To write own story about the adventures of a favourite toy.	To write a descriptive poem	To write a sequential biography of aspects of Queen Elizabeth II's life (or another famous person who links to a topic area)		
Grammar and Punctuation	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces</li> </ul>	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> </ul>	Learn how words can combine to make sentences (Y1). Recognise sentence boundaries	Develop their understanding of the concepts set out in Appendix 2 by: <ul style="list-style-type: none"> <li>Leaving spaces between words</li> </ul>	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:	Yr1 Pupils should be taught to: <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English</li> </ul>	Yr1 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	Yr1 Pupils should be taught to develop their understanding of the concepts set out in English	Y2 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>the present and past tenses</li> </ul>		

	<p>between words (Y1)</p> <ul style="list-style-type: none"> <li>combining words to make sentences (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</li> </ul> <p>use the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<ul style="list-style-type: none"> <li>joining words to make sentences and joining words and clauses/sentences using and (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</li> <li>subordination (when, if, that, because) and coordination (or, and, but) (Y2)</li> </ul> <p>use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)</p>	<p>in spoken sentences (Y1). Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1). Learn how to use both familiar and new punctuation including full stops, capital letters and exclamation marks. Make the correct choice and consistent use of present tense and past tense throughout writing (Y2). Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g., she is drumming, he was shouting) (Y2).</p>	<ul style="list-style-type: none"> <li>Learning how words can combine to make sentences</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>leaving spaces between words (Y1)</li> <li>combining words to make sentences (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, (Y1)</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</li> <li>the present and past tenses correctly and consistently throughout writing (Y2)</li> <li>some features of</li> </ul>	<ul style="list-style-type: none"> <li>combining words to make sentences (Y1)</li> <li>joining words and clauses/sentences using and (Y1)</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>using commas to separate items in a list (Y2)</li> </ul> <p>learn how to use:</p> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify, e.g. the blue butterfly, plain flour, the man in the Moon (Y2)</li> <li>the present and past tenses correctly and consistently throughout writing (Y2)</li> <li>subordination (when, if, that, because) and</li> </ul>	<p>Appendix 2 by:</p> <ul style="list-style-type: none"> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> <p>Yr2 Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>using subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Correct choice of verb and</li> </ul>	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p>Yr2 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently</li> </ul> </li> </ul>	<p>Appendix 2 by:</p> <ul style="list-style-type: none"> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> <p>Yr2 Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify</li> </ul>	<p>correctly and consistently including the progressive form</p> <ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> </ul>
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					written standard English (Y2) use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	coordination (or, and, but) (Y2) •some features of written standard English (Y2) use (and understand (Y2)) the grammar terminology in English Appendix 2 in discussing their writing (Y1)	consistent use of tense			
Spelling	<p>We follow Little Wandle for Letters and Sounds to teach phonics for reading which has an element of spelling in every session. Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught, common exception words, the days of the week.</li> <li>• name the letters of the alphabet: (naming the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound).</li> <li>• add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1 of the National Curriculum.</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p>Year 2 children follow the Little Wandle Letters and Sounds Spelling Programme. This includes the phase 5 review spellings, bridge to spelling and the 20 weeks of spelling units, covering the national curriculum spelling objectives.</p> <p>Autumn 1 (Phase 5 review) Autumn 2 (Bridge to spelling) Spring and Summer (20 week spelling units)</p>									
Handwriting	<p>Year 1 Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• start all letters on the line in preparation for joining.</li> <li>• use some of diagonal and horizontal strokes needed to join letters and understand how to join letters.</li> </ul> <p>Year 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>									