




Year Two English – Writing		Intent	Implementation	Impact		
		<p>The ability to communicate effectively through writing is a skill we at St. John Vianney believe is critical to children's futures. We aim to ensure that the children learn to write clearly, with neat and legible handwriting, to spell and punctuate accurately and to write in grammatically correct sentences. Further, we focus on the need to be able to use appropriate writing styles in context, and to structure extended pieces of writing to achieve maximum impact. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.</p>	<p>At St. John Vianney we strive to show children the key link between reading and writing. We ensure well-chosen texts are used to provide rich language models and structures from which children can learn how writing works and the effect it can have on the reader. To develop confident young writers, we read aloud and share high quality texts across a range of genres, reflecting a range of writing styles. We choose texts that are rich in vocabulary, and enable children to comprehend beyond their own reading fluency level. We also use a range of exciting stimuli which includes, film clips, artefacts, visitors and real life experiences. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. As children enter the Foundation Stage there are writing opportunities in all areas of learning</p>	<p>Through the teaching of writing at St. John Vianney our pupils develop the skills to effectively communicate and express themselves with the written word. Pupils will enjoy writing across a range of genres. They will have a wide vocabulary that they use within their writing. Pupils will have a good knowledge of how to adapt their writing based on the context and audience The children are well-prepared to move into secondary school and to further develop their skills to tackle more challenging tasks. They have a well-developed attention to detail for handwriting, spelling and grammar, and are confident writers.</p>		
Transcription	Handwriting	Contexts for Writing	Planning	Drafting Writing	Editing Writing	Performing Writing
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	I can form lower-case letters of the correct size relative to one another.	I can write narratives about personal experiences and those of others (real and fictional).	I can plan or say out loud what I am going to write about.	I can write down ideas and/or key words, including new vocabulary.	I can evaluate my writing with the teacher and other pupils.	I can read aloud what I have written with appropriate intonation to make the meaning clear.
	I can start using some of the diagonal and horizontal strokes needed to join letters and	I can write about real events.		I can record what I want to say, sentence by sentence.		





	understand which letters, when adjacent to one another, are best left unjoined.					
	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	I can write poetry.			I can reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	
	I will use spacing between words that reflects the size of the letters.	I can write for different purposes.			I can proofread to check for errors in spelling, grammar and punctuation.	
	Year 2 Outcomes					

