

## WORD PROCESSING – OVERVIEW

### Overview

This unit builds on the foundational digital skills introduced in Year 1 and develops students' confidence in using technology to create, edit, improve, and organise written digital work. While Year 1 focused on basic control of devices, typing, saving, and simple content creation, this Year 2 unit moves students forward into purposeful **word processing**.

Students learn that word processing software can be used to create and change text more easily than handwritten work in some situations. They develop their ability to enter text, correct mistakes, use simple editing tools, and improve the appearance of their work. Through structured activities, students begin to understand that digital writing can be altered quickly without starting again — one of the key advantages of working digitally.

The unit introduces students to a broader range of word processing skills, including selecting text, changing basic formatting such as font size or style, organising text on a page, and combining text with simple images where appropriate. Students also continue to build independence in saving, opening, and improving their work.

Knowledge and understanding	Computing concepts
To understand that word processing software can be used to create and change written work.	Word processing
To use technology to type, edit, and improve text.	Editing digital content
To understand that digital text can be selected and formatted.	Formatting text
To understand that output devices present information from a computer.	Output
To save, open, and update digital work independently.	Files and saving
To organise digital content so that it is clear and purposeful	Layout and presentation
To use technology safely, carefully, and responsibly when creating work.	Responsible use of technology.

### The Computing Curriculum

You can see where the knowledge and understanding developed in this unit fits into the computing curriculum in the table below:

Prior Learning	Future Learning
EYFS Unit: Paint software	Year 3 Unit: Presentations
Year 1 Unit: Computer skills	Year 4 Unit: Intermediate spreadsheets
	Year 5 Unit: Blogging
	Year 6 Unit: Introduction to AI

## Cross-curricular links and extension activities

This unit provides strong cross-curricular links with English, as students use word processing tools to type words, phrases, captions, and short sentences. They practise composing text, spotting errors, improving clarity, and presenting work neatly for a reader. This supports sentence construction, punctuation awareness, and proofreading habits.

Links to art and design can be made through simple choices about layout, spacing, and the combination of text with images. Students begin to think about how the appearance of digital work can help communicate meaning clearly.

The unit also supports PSHE and classroom routines by encouraging students to use shared technology sensibly, work patiently, and respond positively when editing or improving mistakes. Students learn that digital work can be refined over time and that changing or correcting work is part of the creative process, not a sign that everything has gone wrong.

Fine motor development continues to be supported through accurate keyboard and mouse use, but the emphasis now shifts from simply controlling tools to using them with purpose.