



## Year 2 Writing

Behaving and reflecting as a writer (Plan, draft, edit)	Purpose and audience	Structure and organisation (textual)	Style including language choice, vocabulary grammar and punctuation	Spelling	Handwriting
<p><i>Children choose to write and continue to develop planning, editing and evaluative strategies (including peer and self-assessment) that build from their growing text knowledge and include both oral and personal recorded planning.</i></p> <p><b><u>This will include:</u></b></p> <ul style="list-style-type: none"> <li>• Planning or saying what they are going to write about</li> <li>• Thinking aloud as they collect ideas</li> <li>• Writing down key words and ideas including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,</li> </ul>	<p><i>Children identify purpose and audience for writing and adopt an appropriate form. The respond positively to feedback from teachers and other children.</i></p> <p><b><u>This will include writing for a range of purposes:</u></b></p> <ul style="list-style-type: none"> <li>• Writing personal narratives –</li> <li>• Writing narratives (real and fictional) about the experiences of others –</li> </ul>	<p><i>Children’s independent writing shows that writing is consciously organised in different ways for different purposes, e.g. narrative, non-narrative and poetry.</i></p> <p><b><u>This will include:</u></b></p> <ul style="list-style-type: none"> <li>• Using a sequence of sentences to connect ideas and events -</li> <li>• Using subordination to develop cohesion within and between sentences including using when, if, that, or because</li> </ul>	<p><i>Children’s composing and editing begins to focus on different aspects of style mirroring different text types-including from individual and shared reading</i></p> <p><b><u>This will include:</u></b></p> <ul style="list-style-type: none"> <li>• Using 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 sentences with different forms for different purposes including statement, question, exclamation and command</li> <li>• Using the present and past tenses correctly and consistently</li> </ul>	<p><i>Children will be able to spell correctly many of the words covered in Year 1 and be able to make phonically plausible attempts to spell words they have not yet learnt. They will be capable of increasingly accurate segmentation of spoken words into phonemes, using appropriate graphemes to represent them in single and multi-syllable words.</i></p> <p><b><u>This will include</u></b></p> <ul style="list-style-type: none"> <li>• Spelling phonemes for which one or more spellings are already known and spelling some words with each spelling including some common homophones-</li> <li>• Accurate spelling of common exception words -</li> </ul>	<p><i>Children will have sufficient motor skills to write down ideas they may be able to compose orally. They will use consistent upper and lower case letter sizes. Letter joins begin to become automatic developing appropriate letter movement and exit strokes.</i></p> <p><b><u>This will include:</u></b></p> <ul style="list-style-type: none"> <li>• Forming lower case letters of the correct size relative to one another -</li> <li>• Beginning to use diagonal and horizontal strokes to join letters</li> <li>• Understanding which letters are best left un-joined</li> <li>• Using spacing between words that reflects the size of the letters</li> </ul>

<p>including verbs in the continuous form</p> <ul style="list-style-type: none"> <li>• Proof-reading to check for errors in spelling, grammar and punctuation</li> <li>• Reading aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Writing about real events –</li> <li>• Writing poetry –</li> </ul> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Establishing purpose at general level</li> <li>• Attempting to adopt viewpoint –</li> <li>• Some attempt at appropriate style with attention to reader</li> <li>• Sometimes using main features of selected form</li> </ul>	<ul style="list-style-type: none"> <li>• Using co-ordination (including or, and, but)</li> </ul> <p><b><u>This could include:</u></b></p> <ul style="list-style-type: none"> <li>• Ordering and sequencing material logically and reflecting reading experiences;</li> <li>• Extending sequences of sentences to build sections or paragraphs of text</li> <li>• Using fitting openings and ending</li> </ul>	<ul style="list-style-type: none"> <li>• Using the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> <li>• Using expanded noun phrases to describe and specify</li> <li>• Using some features of written Standard English</li> <li>• Using the grammar for Year 2 - including the grammatical terminology (<b>See Appendix 2 for more information</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate spelling of words with 'silent letters'</li> <li>• Accurate use of the possessive apostrophes (singular)</li> <li>• Accurate spelling of words with more contracted forms</li> <li>• Forming nouns using suffixes such as –ness and –er and by compounding (for example whiteboard, superman)</li> <li>• Forming adjectives using suffixes such as –ful, - less</li> <li>• Using suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> <li>• Apply spelling rules and guidance (<b>Details as listed in Appendix 1</b>)</li> </ul>	
<p><b>Statutory Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>					