

Key Learning in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: - Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). - Use sentences with different forms: statement, question, command, exclamation. - Secure the use of full stops, capital letters, exclamation marks and question marks. - Use commas to separate items in a list. - Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. - Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. - Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> - Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> - Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> - Select, generate and effectively use verbs. - Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. - Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. - Use present tense for non-chronological reports and persuasive adverts. - Select, generate and effectively use nouns. - Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>.	As above and: Planning - Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Drafting and Writing - Orally rehearse each sentence prior to writing. - Develop a positive attitude to writing. - Develop stamina for writing in order to write at length. - Write about real and fictional events. - Write simple poems based on models. - Make simple notes from non-fiction texts, e.g. highlighting and noting key words. - Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. Evaluating and Editing - Edit and improve own writing in relation to audience and purpose. - Evaluate their writing with adults and peers. - Proofread to check for errors in spelling, grammar and punctuation. - Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>. Performing - Read aloud their writing with intonation to make the meaning clear.	As above and: - Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. - Learn new ways of spelling phonemes for which one or more spellings are already known. - Learn to spell common exception words (see below). - Learn to spell more words with contracted forms, e.g. <i>can't</i>, <i>didn't</i>, <i>hasn't</i>, <i>couldn't</i>, <i>it's</i>, <i>I'll</i>. - Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>. - To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). - Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>. - Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>. - Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>. - Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>. - Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully</i>. Spell words with: - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>. - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>. - the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>. - the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /əl/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i>.	As above and: - Form lower-case letters of the correct size relative to one another. - Orientate capital letters correctly. - Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. - Write capital letters and digits of the correct size relative to one another and to lower case letters. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Use spacing between words which reflects the size of the letters.

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▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ Select, generate and effectively use adjectives. ▪ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Select, generate and effectively use adverbs. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.		- the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>. - the <i>/aɪ/</i> sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The <i>/ɔ:/</i> sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> - The <i>/ʌ/</i> sound spelt <i>o</i>, e.g. <i>mother, Monday</i> - The <i>/i:/</i> sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> - The <i>/ɒ/</i> sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> - The <i>/ɜ:/</i> sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i> - The <i>/ɔ:/</i> sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> - The <i>/z/</i> sound spelt <i>s</i>, e.g. <i>television, usual</i> ▪ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▪ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▪ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i>. ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	
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