

Key Learning in Writing: Year 2

Pupil Name:

Composition		Transcription	
Vocabulary, grammar and punctuation (underlined statements MUST be met to achieve Expected)	Composition (underlined statements MUST be met to achieve Expected)	Spelling (underlined statements MUST be met to achieve Expected)	Handwriting (underlined statements MUST be met to achieve Expected)
<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the co-ordinating conjunctions <i>and, but, so</i> and <i>or</i> (co-ordination). To join words and clauses. Use sentences with different forms: <u>statement, question, command, exclamation.</u> Secure the use of full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list. Use subordination for time using <i>when, 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>) <u>historical reports.</u> Use present tense for non-chronological reports and persuasive adverts. Select, generate and effectively use nouns. Use suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> 	<p>Planning</p> <ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> 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> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> 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> <p>Performing</p> <ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> Spell by <u>segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> Spelling Year 2 common exception words. Spell more words with contracted forms, using the <u>apostrophe for contractions correctly, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</u> 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> 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>). Learn new ways of spelling phonemes for which one or more spellings are already known. <ul style="list-style-type: none"> Spell words with: <ul style="list-style-type: none"> 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> 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>. 	<ul style="list-style-type: none"> 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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<ul style="list-style-type: none"> ▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ <u>Select, generate and effectively use adjectives.</u> ▪ Identify, <u>generate and effectively use noun phrases</u>, 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>. ▪ <u>Select, generate and effectively use adverbs.</u> ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the /l/ or /əl/ sound spelt –le at the end of words, e.g. <i>table, apple</i>. - the /l/ or /əl/ sound spelt –el at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /əl/ sound spelt –al at the end of words, e.g. <i>pedal, capital</i>. - the ending –il e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt –y at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i> - The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i> - The /i:/ sound spelt –ey, e.g. <i>key, donkey</i> - The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i> - The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i> - The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i> - The /z/ sound spelt s, e.g. <i>television, usual</i> ▪ Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies</i>. ▪ Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add –ing, –ed, –er, –est and –y 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 –tion, 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. 	