

# Year 2 Writing

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Ongoing	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>		<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by:                             <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>			<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>
Autumn Term	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>Spell common homophones</li> <li>Spell common exception words taught so far</li> <li>Add suffixes to spell longer words, including –ly</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</li> <li>When planning, write down ideas and/or key words, including new vocabulary</li> <li>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</li> <li>Re-read to check that writing makes sense e.g. verb tense</li> </ul>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</li> <li>Use brief opening and ending</li> <li>Appropriately sequences ideas</li> </ul>	<ul style="list-style-type: none"> <li>Write questions (beginning with who/ what/ when/ where/ how etc)</li> <li>Write statements</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> <li>Use coordinating conjunctions (or/and/but)</li> <li>Write expanded noun phrases to describe and specify</li> <li>Use the present and past tenses correctly and consistently</li> <li>Use –ly to turn adjectives into adverbs – slow/ slowly</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>Use the possessive apostrophe (singular)</li> <li>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</li> <li>Spell more words with contracted forms</li> <li>Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> <li>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</li> <li>Use adventurous vocabulary appropriate to task</li> </ul>	<ul style="list-style-type: none"> <li>Link related sentences through the use of pronouns and adverbials where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Write exclamatory sentences starting with ‘what’ or ‘how’.</li> <li>Write commands using the imperative form of a verb</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinating conjunctions (when/ if /that /because)</li> <li>Use commas to separate items in a list</li> <li>Use apostrophes to mark where letters are missing in spelling</li> <li>Use the suffixes –er, -est, in adjectives</li> </ul>

**Summer Term**

- Add suffixes to spell longer words –ment, –ness
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

- Use a range of prepositions (behind, before, above, along)

- Use sentences with different forms: statement, question, exclamation, command

- Use the progressive form correctly and consistently e.g. he was shouting.
- Use apostrophes to mark singular possession in nouns
- Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma