

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

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