



Year 2

Writing

Breadth of Study



Develop positive attitudes towards and stamina for writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events

Writing poetry

Writing for different purposes

Plan their writing by

Planning or saying out loud what they are going to write about Writing down ideas and/or keywords, including new vocabulary

Encapsulating what they want to say, sentence by sentence

Draft and write by

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Use punctuation and grammar taught to form and develop sentences, thinking about the audience.

Evaluate and edit by

Making simple additions, revisions and corrections to their own writing by:

Evaluating their writing with the teacher and other pupils

Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Autumn	Spring	Summer
<i>Grammar</i>		
<p>To consolidate their understanding of simple sentences.</p> <p>Can identify a noun, verb and adjective.</p> <p>To begin to improve precision when using nouns, verbs and adjectives.</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>To consolidate the use of common singular and common plural vocabulary.</p> <p>To explore the use of I and me within sentences.</p> <p>To explore simple prepositions.</p> <p>To use past tense and present tense (beginning to explore irregular verbs, as well as common verbs).</p> <p>To begin to recognise phrases. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>To consolidate their understanding of simple sentences.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use 'ly' to turn adjectives into adverbs</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>To open sentences with adjective descriptions (Grey clouds rolled in, matching the mood of Fred.)</p>	<p>Revise for SAT's</p> <p>To begin to use subordination (using when, if, that, because) and coordination (using or, and, but) to join clauses</p>

<p>To begin to use subordination (using when, if, that, because) and coordination (using or, and, but) to join clauses</p> <p>To explore the use of powerful connectives: However, In addition, Although, Despite the fact that, Therefore...</p>	<p>To open sentences with '-ing' words and '-ly' words to create subordination.</p> <p>To draw attention to the technical terms from the above and previous years.</p>	
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Spelling

L&L Practise spelling book 2A	L&L Practise spelling book 2B	Revision
<p>The or sound spelt a before l and ll</p> <p>Soft c</p> <p>Adding the suffix y to a word ending in a short vowel and a consonant.</p> <p>Adding the suffix y to words ending in e.</p> <p>Adding the suffix ly to words to make an adverb</p> <p>The n sound spelt kn and gn</p> <p>The igh sound spelt y</p> <p>Adding the suffix ing to words ending in a short vowel and a consonant.</p> <p>Adding the suffix ing to words ending in e or ie</p> <p>The j sound</p> <p>The o sound spelt a after w and qu</p> <p>Adding the suffix ed to words ending in two consonant letters and words ending in a short vowel and a consonant.</p> <p>Adding the suffix ed – swapping y or i</p> <p>Adding the suffix ed, dropping e to add ed.</p>	<p>The r sound spelt wr</p> <p>Adding the suffix er or est where there is no change needed</p> <p>Adding the suffix er or est, swapping y for i</p> <p>Adding the suffix er or est, doubling the consonant, where the root word ends in a short vowel plus consonant</p> <p>The ee sound spelt ey</p> <p>Adding the suffix ness, adding to a root word where no change is needed to the root word.</p> <p>Adding the suffix ness, swapping y for i</p> <p>Words ending in le</p> <p>Words ending in el</p> <p>Words ending in al</p> <p>Adding suffix ful</p> <p>Adding suffix less</p> <p>Adding suffix ment</p> <p>Words ending in tion</p> <p>Adding the suffix es</p>	<p>Core words – spell Year 2 core words correctly.</p>
<p>Special focus:</p> <p>Homophones</p> <p>Contractions</p> <p>Possessive apostrophes</p> <p>Core words – spell Year 2 core words correctly.</p>	<p>Special focus:</p> <p>Homophones</p> <p>Words ending in il</p> <p>s makes zh</p> <p>The ir sound spelt or after w</p> <p>Contractions and apostrophes</p> <p>Possessive apostrophes</p> <p>Core words – spell Year 2 core words correctly.</p>	

Punctuation

Correct use of: **capital letters, full stops, question mark, commas** in a list and **exclamation mark.**

Use **apostrophes** to mark where letters are missing in spelling (**contracted forms**) and to mark **singular possession** in nouns [for example, the girl's name]

Inverted commas for punctuating **direct speech.**

Use **inverted commas** for speech

Use **commas** between clauses

Revise **Commas** between **clauses.**

Revise all punctuation

Handwriting

Children should be taught to:

Form lower-case letters of the correct size relative to one another.

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.

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.

Composition

Write for a range of purposes

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.

Make simple additions, revisions and proof-reading corrections to their own writing.

Use punctuation taught in Key Stage 1 - **capital letters, full stops, question marks and exclamation marks, commas** (for lists and between clauses), **inverted commas** (for speech) and **apostrophes** (for contracted forms and possession in nouns).

Spell all Year 2 core words correctly.

Add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, =less, -ly).

Use diagonal and horizontal strokes needed to join some letters

Vocabulary

Teachers should expose children to **new, challenging words** daily, ensuring meaning is clear and put into context.

Synonyms and antonyms: how words are related by meaning.

Prefixes:

- How the prefix un- changes the meaning of verbs and adjective
- Formation of nouns using a range of prefixes (e.g. super-, anti-, auto-/dis-, de-, mis-, over- and re-)

Use the first two or three letters of a word to check its spelling in a dictionary.

Children are to know word families based on common words, showing how words are related in form and meaning.

Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.

Use a thesaurus to develop vocabulary.

Consolidate Learning End Of Half Term Quiz/Presentation.

Chn to be tested on all the core words which have been sent home for homework so far.

Chn to be given the opportunity to present a piece of extended writing.

Quiz - **Apostrophes**- chn to be tested on **contractions and possessive apostrophes.**

Dictation- teacher to dictate sentences that include **core words, common exception spellings and punctuation** taught so far.

Key Vocab - full stop, capital letter, conjunction, contraction, apostrophe, possession.

Chn to be tested on all the core words which have been sent home for homework so far.

Chn to be given the opportunity to present a piece of extended writing.

Quiz - **Suffixes**- chn to be tested on **adding suffixes to the end of words.**

Dictation- teacher to dictate sentences that include **core words, common exception spellings and punctuation** taught so far.

Key Vocab - full stop, capital letter, conjunction, prefix, suffix, inverted commas.

Chn to be tested on all the core words which have been sent home for homework so far.

Chn to be given the opportunity to present a piece of extended writing.

Quiz - **Subordination and Coordination**- chn to be tested on **suitable conjunctions to add to sentences** e.g. **if when because and but.**

Dictation- teacher to dictate sentences that include **core words, common exception spellings and punctuation** taught so far.

Key Vocab - full stop, capital letter, conjunction, prefix, suffix, inverted commas.

Percentage Value - Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

More Able

Unicef Articles	
Article 31	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.