

## Key Learning in Writing: Year 2

| Composition  |   | Transcription  |   |
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| Vocabulary, grammar and punctuation  | Composition   | Spelling   | Handwriting   |
| <p>As above and:</p> <ul style="list-style-type: none"> <li>§ Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</li> <li>§ Use sentences with different forms: <b>statement, question, command, exclamation.</b></li> <li>§ Secure the use of <b>full stops, capital letters, exclamation marks and question marks.</b></li> <li>§ Use <b>commas</b> to separate items in a list.</li> <li>§ Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>§ Use <b>apostrophes</b> for <b>singular</b> possession in nouns, e.g. <i>the girl's name.</i></li> <li>§ 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></li> <li>§ 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></li> <li>§ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> <li>§ Select, generate and effectively use <b>verbs.</b></li> <li>§ Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (e.g. <i>she is drumming</i>) and <b>past tense</b> (e.g. <i>he was shouting</i>) to mark actions in progress.</li> <li>§ Use <b>past tense</b> for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>§ Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> <li>§ Select, generate and effectively use <b>nouns.</b></li> <li>§ Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker.</i></li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>Planning</li> <li>§ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></li> <li>Drafting and Writing</li> <li>§ Orally rehearse each sentence prior to writing.</li> <li>§ Develop a positive attitude to writing.</li> <li>§ Develop stamina for writing in order to write at length.</li> <li>§ Write about real and fictional events.</li> <li>§ Write simple poems based on models.</li> <li>§ Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>§ 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></li> <li>Evaluating and Editing</li> <li>§ Edit and improve own writing in relation to audience and purpose.</li> <li>§ Evaluate their writing with adults and peers.</li> <li>§ Proofread to check for errors in spelling, grammar and punctuation.</li> <li>§ 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></li> <li>Performing</li> <li>§ Read aloud their writing with intonation to make the meaning clear.</li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>§ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>§ Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>§ Learn to spell common exception words (see below).</li> <li>§ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i></li> <li>§ Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i></li> <li>§ 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>).</li> <li>§ Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i></li> <li>§ Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i></li> <li>§ Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i></li> <li>§ Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i></li> <li>§ Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully.</i></li> <li>Spell words with: <ul style="list-style-type: none"> <li>- 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>).</li> <li>- the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>- the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i></li> <li>- the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i></li> <li>- the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i></li> <li>- the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i></li> <li>- the /l/ or /əl/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital.</i></li> </ul> </li> </ul> | <p>As above and:</p> <ul style="list-style-type: none"> <li>§ Form lower-case <b>letters</b> of the correct size relative to one another.</li> <li>§ Orientate <b>capital letters</b> correctly.</li> <li>§ Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></li> <li>§ Write <b>capital letters</b> and digits of the correct size relative to one another and to lower case <b>letters.</b></li> <li>§ Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.</li> <li>§ Use spacing between <b>words</b> which reflects the size of the <b>letters.</b></li> </ul> |

## Key Learning in Writing: Year 2

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| <p>§ Create <b>compound</b> words using <b>nouns</b>, e.g. <i>whiteboard</i> and <i>football</i>.</p> <p>§ Select, generate and effectively use <b>adjectives</b>.</p> <p>§ Identify, generate and effectively use <b>noun phrases</b>, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</p> <p>§ Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</p> <p>§ Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i>.</p> <p>§ Select, generate and effectively use <b>adverbs</b>.</p> <p>§ Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i>.</p> |  | <ul style="list-style-type: none"> <li>- the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>.</li> <li>- the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>.</li> <li>- The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i></li> <li>- The /ʌ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i></li> <li>- The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i></li> <li>- The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i></li> <li>- The /ɜ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i></li> <li>- The /ɜ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i></li> <li>- The /ɜ/ sound spelt <i>s</i>, e.g. <i>television, usual</i></li> </ul> <p>§ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>.</p> <p>§ 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>.</p> <p>§ 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>.</p> <p>§ 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>.</p> <p>§ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i>.</p> <p>§ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> |  |
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