Key Learning in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting**
As above and: ▪ Say, write and punctuate simple and compound sentences using the joining words *and, but, so* and *or* (co-ordination). ▪ Use sentences with different forms: **statement, question, command, exclamation.** ▪ Secure the use of **full stops, capital letters, exclamation marks and question marks.** ▪ Use **commas** to separate items in a list. ▪ Use **apostrophes** for contracted forms e.g. *don't, can't, wouldn't, you're, I'll.* ▪ Use **apostrophes** for **singular** possession in nouns, e.g. *the girl's name.* ▪ Use subordination for time using *when, before* and *after* e.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.* ▪ Use subordination for reason using *because and if* e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* ▪ Use the subordinating conjunction *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.* ▪ Select, generate and effectively use **verbs.** ▪ Explore the progressive form of **verbs** in the **present tense** (e.g. *she is drumming*) and **past tense** (*e.g. he was shouting*) to mark actions in progress. ▪ Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. ▪ Use **present tense** for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use **nouns.** ▪ Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.*	As above and: **Planning** ▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* **Drafting and Writing** ▪ 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. *to instruct, inform, entertain, explain, discuss, persuade.* **Evaluating and Editing** ▪ 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 *he walking to the shop* to *he walked to the shop.* **Performing** ▪ Read aloud their writing with intonation to make the meaning clear.	As above and: ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn to spell common exception words (see below). ▪ Learn to spell more words with contracted forms, e.g. *can't, didn't, hasn't, couldn't, it's, I'll.* ▪ Learn the possessive apostrophe (singular), e.g. *the girl's book.* ▪ To spell correctly, distinguish between homophones (e.g. *here* and *hear; sea* and *see; bear* and *bare; night* and *knight*) and near-homophones (e.g. *quite* and *quiet*; *one* and *won*; *are* and *our*). ▪ Add **suffixes** *ness* and *er* e.g. *happiness, sadness, teacher, baker.* ▪ Add **suffix** *ment* to spell longer words, e.g. *enjoyment.* ▪ Add **suffixes** *ful* and *less* e.g. *playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* e.g. *faster, fastest, smaller, smallest.* ▪ Use **suffix** *ly* e.g. *slowly, gently, carefully.* **Spell words with:** - the /dʒ/ sound spelt as ge and dge at the end (e.g. *age, badge)*, and spelt as g elsewhere (e.g. *magic, giant).* - the /s/ sound spelt c before e, i and y, e.g. *ice, cell* - the /n/ sound spelt kn and gn at the beginning, e.g. *knee, gnat.* - the /ɹ/ sound spelt wr at the beginning e.g. *wrote, wrong.* - the /l/ or /əl/ sound spelt –le at the end of words, e.g. *table, apple.* - the /l/ or /əl/ sound spelt –el at the end of words, e.g. *camel, tunnel.* - the /l/ or /əl/ sound spelt –al at the end of words, e.g. *pedal, capital.*	As above and: ▪ Form lower-case **letters** of the correct size relative to one another. ▪ Orientate **capital letters** correctly. ▪ Use **capital letters** appropriately e.g. *not always writing A as a capital, not using capitals within words.* ▪ 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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▪ Create **compound** words using **nouns**, e.g. *whiteboard* and *football*. ▪ Select, generate and effectively use **adjectives.** ▪ Identify, generate and effectively use **noun phrases,** e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification). ▪ Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ▪ Select, generate and effectively use **adverbs**. ▪ Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*		- the ending –il e.g. *pencil, fossil, nostril.* - the /aɪ/ sound spelt –y at the end of words, e.g. *try, reply.* - The /ɔ:/ sound spelt a before l and ll, e.g. call, walk - The /ʌ/ sound spelt o, e.g. mother, Monday - The /i:/ sound spelt –ey, e.g. key, donkey - The /ɒ/ sound spelt a after w and qu, e.g. wander, quantity - The /ɜ:/ sound spelt or after w, e.g. word, worm - The /ɔ:/ sound spelt ar after w, e.g. war, warm - The /ʒ/ sound spelt s, e.g. television, usual ▪ Add –es to nouns and verbs ending in –y, e.g. *copies, babies.* ▪ Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. *copied, copier.* ▪ Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. *hiking, hiked, hiker.* ▪ 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. *patting, patted.* ▪ Spell words ending in -tion, e.g. *station, fiction.* ▪ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	

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