

Key Learning in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (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. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i>. ▪ 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> ▪ 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> ▪ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▪ Select, generate and effectively use verbs. ▪ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▪ 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. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ 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 <i>he walking to the shop</i> to <i>he walked to the shop</i>. <p>Performing</p> <ul style="list-style-type: none"> ▪ Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ 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. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>. ▪ Learn the possessive apostrophe (singular), e.g. <i>the girl's book</i>. ▪ To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear; sea</i> and <i>see; bear</i> and <i>bare; night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet; one</i> and <i>won; are</i> and <i>our</i>). ▪ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>. ▪ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully</i>. <p>Spell words with:</p> <ul style="list-style-type: none"> - 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>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>. - the /ɪ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>. - the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>. - the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /əl/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i>. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Form lower-case letters of the correct size relative to one another. ▪ Orientate capital letters correctly. ▪ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. ▪ 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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<ul style="list-style-type: none"> ▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ Select, generate and effectively use adjectives. ▪ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i> - the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> - The /ʌ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i> - The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> - The /o/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> - The /ɜ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i> - The /ɜ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> - The /z/ sound spelt <i>s</i>, e.g. <i>television, usual</i> ▪ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▪ 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>. ▪ 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>. ▪ 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>. ▪ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i> <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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