

YEAR 2 WRITING

Mrs Howard/Miss Scott
Mrs Middleton



Writing in year 2

Writing is usually taught over a 2-week block

In a typical unit we:

- Introduce the unit through a hook/stimulus to ensure the children are engaged in what we are writing
- The first week, we immerse the children in the genre by carrying out the following activities:
 - Role on the wall
 - Drama
 - Hot seating
 - Music/videos etc.
 - Boxing up
 - Looking at the features of what we are writing
 - Character descriptions
- In the second week we write at length using the 'shared write' method over 5 different days.

A typical lesson

- Starter activity based on grammar, punctuation and spelling (GPS)
- Introduction to lesson and aims
- Modelled write from class teacher with input from pupils
- Children independently write their own piece of work or continue an extended piece of work.
- Children are expected to write at length. Roughly half a page per lesson.

	Grammar and Punctuation	Composition	Transcription
11	<ul style="list-style-type: none"> Some of my sentences start with a capital letter and end with a full stop. I can use a capital letter for the pronoun 'I'. I understand where to use a question mark and an exclamation mark. I can write compound sentences using 'and' and 'because' to link my ideas. 	<ul style="list-style-type: none"> I can orally rehearse a sequence of sentences to ensure they make sense I use suitable words in my writing and can make choices from a word bank. My stories usually have a beginning, middle and an end Instructions are written in the correct order. I can add labels to information. 	<ul style="list-style-type: none"> My teacher can always read my writing I can recognise and use different ways of spelling sounds. Most of my words are phonetically plausible. All of my letters are correctly formed and written the correct way around. I always put a finger space between my words.
12 - 13	<ul style="list-style-type: none"> I can start sentences with a capital letter and/or end them with a full stop. I can use question marks and exclamation marks. I can usually use a capital letter for proper nouns. I can recognise different word classes (noun, verb, adjective, adverb). I can write simple expanded noun phrases Most of my writing is written in the correct tense I can use conjunctions to show time, for example <i>then, after, before, meanwhile</i>. 	<ul style="list-style-type: none"> I can choose suitable words linked to the subject I am writing about and apply these within my independent writing. My work is starting to show the key features of my chosen writing type. I can write chronological and non-chronological texts using a model for support. I can plan and discuss the content of my writing and record my ideas I am beginning to organise related ideas in paragraphs or sections I can write narratives about personal experiences and those of others both real and fictional 	<ul style="list-style-type: none"> I can recognise and use different ways of spelling sounds, spelling most correctly. I can spell some Year 2 common exception words correctly. I write with accurate finger spaces between my words.
14 - 15	<ul style="list-style-type: none"> I can start most of my sentences with a capital letter and end with a full stop, question mark or exclamation mark. I can use commas in lists. I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses I can use the present and past tense mostly correctly and consistently I am beginning to use apostrophes for contractions. I can use and identify the four different sentence types (exclamation, command, statement and question). 	<ul style="list-style-type: none"> I can independently use a range of appropriate and interesting words to engage the reader I can make my writing more interesting by adding detail (expanding sentences using adjectives, verbs and adverbs). I can use varied openings to make my sentences interesting I can use some of the key features of the text I am writing. I can proof read and check for errors in spelling, grammar and punctuation I can edit and improve my work. 	<ul style="list-style-type: none"> I can use different strategies including known words, word structures and patterns to help me spell more accurately. I can add suffixes to spell most words correctly (e.g. -ful, -less, -ly, -ed) HF words and common exception words are mostly accurate. Clear ascenders and descenders are used I am beginning to use diagonal strokes to join letters I can write clearly using upper and lower case letters in the correct places and with

- Year 2 Writing expectations
- These are the requirements that are expected of your child by the end of the school year



Spelling words are sent home every Friday to be learnt by the following Friday for a spelling test.

This helps your child to meet end of year expectations of being able to spell most words.

Handwriting in
Year 2

Forming letters
accurately

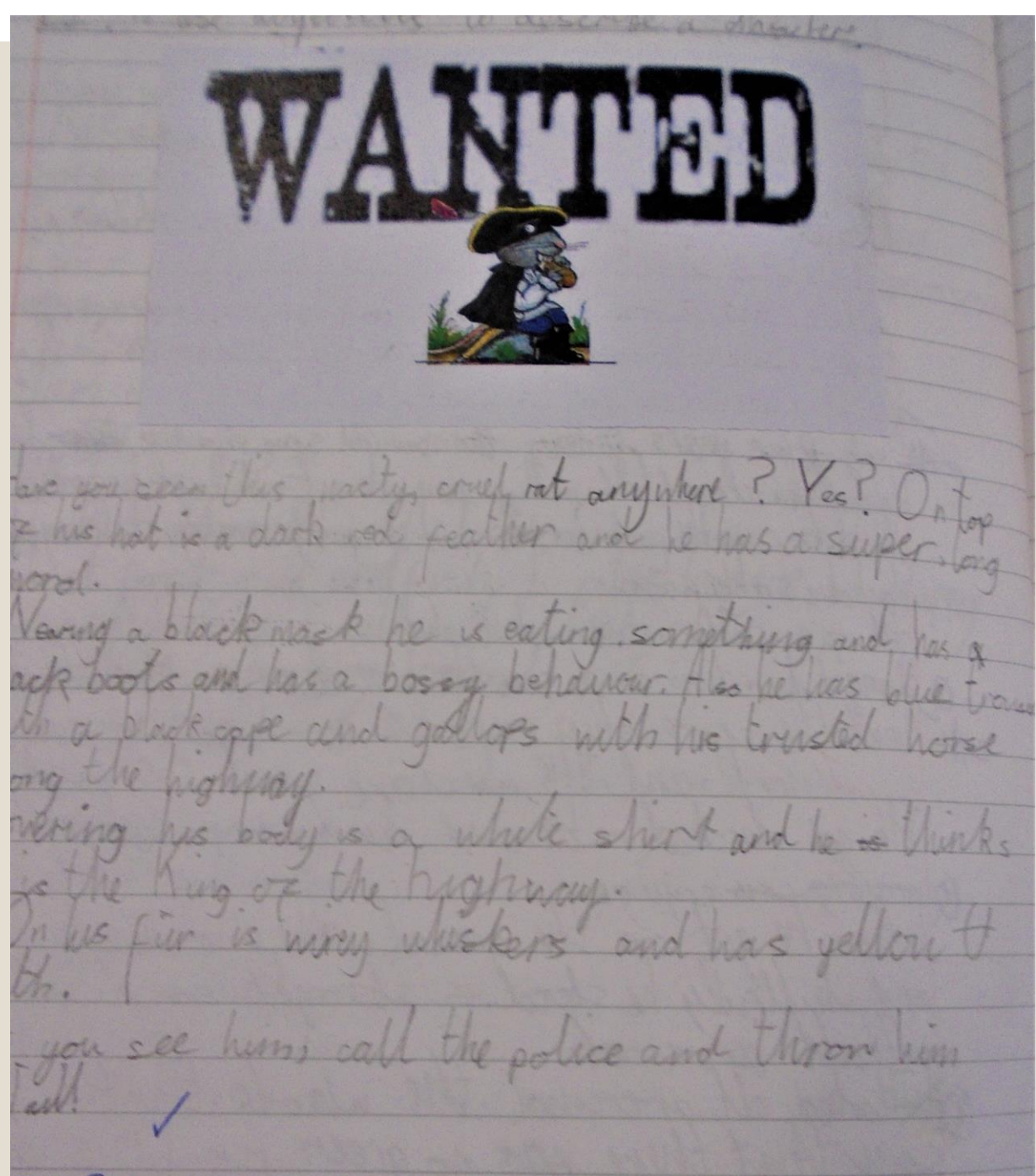
Joining by the
end of the year
when ready.

I fell asleep in class
today
as I was awfully bored
I laid my head upon
my desk
and fell asleep and snored

Handwriting in Year 2

Forming letters accurately and writing on the line.

Using 'wow' words and sentence openers. Full stops and capital letters.



Writing in Year 2

Using speech and inverted commas.

Using exclamation and question marks.

Making corrections when needed and editing their work.

This is a tale of a dessert thief, everything, steals food and eat them. He lives in a dessert with funny ^{point} more and strong sharp teeth to chew ^{hard} meat. With his fierce eyes he can see ^{people} from far away with food on their hands and his sharp teeth can bite fruit and crunchy stuff.

12/5 It all started with a monkey who was walking along the desert and ~~stopped~~ halted, right with a jump, blocking his way was the dessert lion, who ~~shouted~~ ^{shouted}. "Who goes there? Give me your pumpkins and rice, give me your soup and pie!" "I don't have rice. I just have bananas."

13/5 Next was a bear strolled on along the desert and it stopped with a shiver, for blocking his way was the dessert lion, who thundered. "Stand and deliver. Give me your bananas and veg!" "I don't have bananas," the bear replied. "I just have this sweet, sticky ^{and} honey."

Hand it over, ordered the Lion. "This honey is too sticky, this honey is as dull as can be, but from the Lion of the desert and this honey belongs to me." So the Lion did a little dance and carried on the desert, his job was a big success! ✓

17/5 Finally a pretty, colourful looking butterfly flew along the desert with a green flower on her mouth and stopped with a surprise, for blocking her way was the ~~highway~~ dessert lion who ~~shouted~~ ^{shouted}. "Halt! Give me your tasty legs! Give me your pectan and honey! I am the Lion of the desert and the dessert thief never shares!"

How can you help at home?

- Log on to Purple Mash at home for homework
- Listen to your child read as many times as possible at home and ask basic questions about the text and the vocabulary that is used
- Practise writing and handwriting, even just a few sentences about the book they are reading or what they have done during the day.
- Read and spell the high frequency words.
- Writing stories based on their own experiences.

How can you help at home?

- [Kids' Activities: fun learning games for ages 3–11 - Oxford Owl](#)
- [Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help](#)
- [Oak National Academy \(thenational.academy\)](#)
- [Year 2 English - BBC Bitesize](#)

Reading for writing in year 2

- Reading with your child is one of the best ways to support your child in every way.
- Builds vocabulary.
- Develops sentence structure.
- Develops confidence.

Who are the main characters?

What do you think will happen next?

Where is the story set?

How didhappen?

When did happen?

Why did do that?

Describe how the character feels.

How did the character change in the story?

Explain how you know the character was naughty.

Key terms

- **Verb- doing word – jumping, walking, saying,**
- **Noun- name of something – dog, tree, school, Mrs Howard**
- **Adjective- describes the noun – green, spotty, small, calm, quiet**
- **Adverb – describes the verb – quickly, viciously, madly**
- **Conjunction- joins two sentences together – and, but, so , because**
- **Expanded noun phrase- two adjectives with a comma – small, green big, spotty**
- **Sentence opener- first phrase in a sentence- quickly walking to the car, carrying a large bag,**

Any
Questions?

