



YEAR 2

WRITING CURRICULUM

KNOW IT!

TEACH IT!

APPLY IT!

KNOW IT

YEAR 2

New Learning

Prior Learning

TENSE

Present Tense	An action which is happening now.
Past Tense	An action which has already happened.
Tense	A verb form which indicates time.

SPELLING

Compound	Two words joined together to make a new word.
Contraction	Two words joined and made shorter by omitting a letter e.g. was + not = wasn't
Homophone	Same sound - different spelling and meaning e.g. peace/piece
Silent Letter	An unheard letter within a word e.g. lamb knight
Suffix	A group of letters added to the end of a root word to change the meaning e.g. happiness
Plural	More than one noun e.g. fox to foxes
Singular	One noun

SENTENCE STRUCTURE

Command Sentence	An order or instruction. Write a story.
Question Sentence	A question or request. Can you write a story?
Exclamation Sentence	Makes a statement which conveys an emotion. What a lovely story that is!
Statement Sentence	Gives a fact, opinion or idea. The story was set in a forest.
Object	The person or thing being acted upon.
Verb	Describes the action or state.
Subject	Who or what is doing the action.
Sentence	A group of words which are complete and make sense. Beginning with a capital letter and ending with . ! or ?

WORD CLASS

Noun Phrase	Add more details to the noun: ugly witch
Imperative Verb	A command verb: stop put take etc.
Conjunction	A word used to link clauses within a sentence: because and etc.
Adverbs of Manner	Gives extra meaning to the verb.
Noun	A word to describe a 'person, place or thing'.
Adjective	A word to describe a noun.
Verb	A 'doing' or 'happening' word

PUNCTUATION

Apostrophe of Possession	To mark singular possession. The girl's shoes.
Apostrophe of Contraction	Used to join two words e.g. do + not = don't.
Commas	Used to separate items in a list.
Exclamation Mark	To indicate surprise, urgency or emphasis
Question Mark	To indicate a question.
Full stop	To mark the end of a sentence.
Capital Letter	An upper case letter used at the start of a sentence and for proper nouns.

SPELLING

Children in Year 2 should be taught to spell:

Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

Plurals

Adding –es to nouns ending in ‘y’ changing the ‘y’ to an ‘i’ *baby/ babies* except when words end in ‘ey’ then only add ‘s’ *donkey/ donkeys*

Adding ‘s’ ‘es’ to to words cat/cats, catch/catches

Alternatives

dge, ge, g sounding ‘j’ edge/age/gem
a sounding ‘or’ war/towards
ey sounding ‘e’ donkey
Some words beginning with ‘w’ want/word/warm.
y sounding ‘i’ cry/reply
Silent letter k/w/g knight/write/gnat
Soft c before ‘e’ ‘i’ and ‘y’ race/city
Homophones
Learn difference in meaning of some homophones and near homophones
Teach a range.
Homophones spelt with silent k and w night/knight wrap/rap
Homophones spelt ee/ea see/sea
Three way homophones to/two/too

Apostrophe Words

Apostrophes for contraction-placing the apostrophes where the omitted letter/letters would be placed: *didn’t/can’t/it’s*. Note *it’s* should never be used for the possessive.

Possessive apostrophes for singular nouns: *Megan’s*

Prefix and Suffix Words

Adding the suffixes –ment, –ness, –ful, –less and –ly to root words *enjoyment/happiness/careful/*

Prefixes: Adding the prefix –un.

Word Endings







Spell words ending in:
-le, most common, table/middle/bottle/ little
-el, much less common, camel/tunnel/travel/towel
-al metal/pedal/hospital/capital
-il pencil/fossil/nostril
-tion station/fiction/motion
Adding –ed, –er and –est to root words ending in ‘y’- change to an ‘i’ copied/copier/happiest.
Adding –ed, –er, –est and –y to words ending in ‘e’- drop the ‘e’ hiking/nicest/shiny.
Adding –ing, –ed, –er, –est and y to words containing and short vowel sound-double the consonant letter patting/patted sadder/saddest.

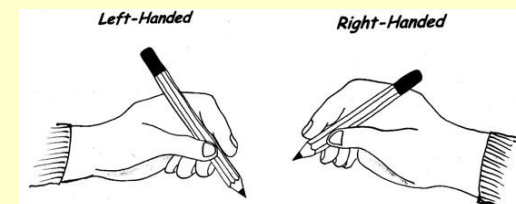
Adding –ing, –er-ed to verbs and –er, –est to adjectives where no change is needed to the root word.

Spelling an /i/ sound at the end as y *very*

HANDWRITING

Children should use their handwriting skills to:

-  sit correctly at a table, holding a pencil comfortably and correctly;
-  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;
-  understand which letters, when adjacent to one another, are best left un-joined;
-  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 true size of the letters.



Ensure that the needs of left-handed children are considered
Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Please see RWI handwriting scheme.

WRITING SKILLS

Grammar

Children should be taught to increase their range of sentence structures through:

- use of co-ordinating conjunction 'and';
- use of noun phrases to describe and specify;
- use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas;
- use of different sentence forms i.e. statement, command, question, exclamation;
- use of present and past tense throughout writing;
- use of progressive tense to mark actions in progress;
- use of adverbs of manner.

Punctuation

Children should be taught to use punctuation accurately across all writing including:

- use of capital letters and full stops to demarcate sentences;
- use of exclamations marks and question marks to demarcate sentences;
- use of commas to separate items in a list;
- use of apostrophes for contraction words;
- use of apostrophes for singular use possession in nouns.

WRITING PROCESS

6. Produce and publish

Read work aloud to self, peers and teacher.

1. Read and Respond

Through shared reading together, immerse children in language, layout and sequence of the text.

5. Evaluate and edit

Read back sentences, check for sense. With adult prompts make some corrections.

Steps to Success

2. Prepare

Introduce task, discuss and share language and ideas.

4. Draft and write

Draft and write through rehearsing and composing sentences, experimenting with language.

3. Plan

Plan ideas making choices about vocabulary and sequence.

WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.

To inform

Recount - real

Instructions

To entertain

Character Profiles

Recount - imaginary

Story Writing

Poetry

New Learning

Prior Learning

- Children should be taught to consider the importance of context, audience and purpose through:

- choosing different sentence forms appropriately according to purpose;
- thinking about the reader when choosing language to make writing clear and engaging;
- selecting the appropriate tense; using it correctly and consistently.



APPLY IT: TO ENTERTAIN

YEAR 2

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<p><u>STORY WITH A FAMILIAR SETTING,</u> <u>STORY IN A HISTORICAL SETTING,</u> <u>ADVENTURE STORY</u></p>	<p><u>POETRY</u></p>	<p><u>CHARACTER PROFILES</u></p>	<p><u>RECOUNT OF AN IMAGINED EVENT,</u> <u>RECOUNT OF A HISTORICAL EVENT</u></p>
<p>This should be linked to either a text that has been explored or a cross-curricular topic.</p> <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title for their story; establish the setting; introduce the character(s); include a problem or special event; sequence events clearly; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly past tense; use mainly third person ; use co-ordinating conjunctions; use subordinating conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> use expanded noun phrases to aid cohesion; use adverbs and adjectives to give detailed descriptions; include some speech to indicate a character's feelings; use language drawn from knowledge of context. 	<p>Children should explore and experience a range of poetry, including sensory poems.</p> <p>Children should be encouraged to compose sensory poems through:</p> <ul style="list-style-type: none"> describing a stimulus; using sensory descriptions ; using simple similes to compare; making adventurous vocabulary choices; using subject-specific language; using simple repetitive/patterned structures; experimenting with alliteration, rhyme and sound effects; performing with pace and intonation. <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>This should be linked to a familiar text or class novel or be linked historical figures.</p> <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> introduce the character to the reader; describe the character's appearance and personality; explain why their character is significant/important; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use third person; use conjunctions to link ideas; <p><u>Language features</u></p> <ul style="list-style-type: none"> use a range of adjectives to describe appearance and personality; use simple similes and metaphors to add detail and description; use pronouns to avoid repetition; use noun phrases to aid cohesion and add detail ; use language drawn from knowledge of context. 	<p>This could be a recount of an imagined event or a historical event written from a character's viewpoint.</p> <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> state what the imagined/historical event was; express what type of day/experience it has been; sequence events in chronological order; close by expressing final thoughts; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use an exclamatory sentence to convey emotion; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of names; use language drawn from knowledge of context.

APPLY IT

YEAR 2

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO INFORM

TO PERSUADE

<u>INSTRUCTIONS</u>	<u>RECOUNT– REAL EVENT</u>	<u>NON-CHRONOLOGICAL REPORT</u>	<u>PERSUADE READER TO VISIT A PLACE</u>
<p>This could be linked to learning within other curriculum areas.</p> <p>Children should be encouraged to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a title which outlines what the instructions are for, “How to....”; include a list of materials/ingredients; sequence the instructions with numbered steps or sequencing words; close with a final statement or warning i.e. ‘now you will have...’ ‘be careful to’; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use conjunctions to aid the sequence (first, next, after that); use mainly present tense; <p><u>Language features</u></p> <ul style="list-style-type: none"> use imperative verbs to give clear directions; use adjectives and adverbs only for essential information; use subject-specific vocabulary. 	<p>This could be linked to a trip, school visitor or personal news.</p> <p>Children should be encouraged to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> state what the event/experience was; express what type of day/experience it has been; sequence events in chronological order; close by expressing final thoughts; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use the first person; use the past tense; include time and sequence conjunctions; <p><u>Language features</u></p> <ul style="list-style-type: none"> include adjectives to build detailed descriptions; use adjectives to describe and convey emotions; use expanded noun phrases to aid cohesion; use pronouns to avoid the repetition of nouns. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> organise related information ; use a heading to introduce the topic; use sub headings to organise sections of information and aid cohesion; write a brief introductory sentence; include labelled diagrams where appropriate; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use mainly present tense ; use a range of conjunctions i.e. (so, or, yet); use third person; <p><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; use noun phrases to aid cohesion and add detail; use adjectives to build descriptions; use statement sentences for facts. 	<p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none"> include a heading; consider how best to make the poster visually appealing (boxes, colour, images, size); focus upon the key message and ensure this is clearly written on the poster; <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> use imperative verbs to convey importance; use a command sentence for instruction use a statement sentence for opinion; use exclamatory sentences to emphasise; use a range of conjunctions (so, or, yet, because). <p><u>Language features</u></p> <ul style="list-style-type: none"> use subject specific vocabulary; avoid detailed descriptions; use comparisons (better than..); use alliteration for effect.