

Year 2 Writing Curriculum Objectives

Writing – Year 2

Transcription - Spelling

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Segment spoken words into phonemes.

Write graphemes to match phonemes heard, in the right order in single-syllable words.

Write graphemes to match phonemes heard, in the right order in multi-syllabic words.

Use phonic knowledge and skills when checking spelling.

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Use some alternative graphemes to spell words with the same phoneme, e.g., ow, oa, o-e.

Spell common homophones with the correct graphemes, e.g., sea / see, bare / bear.

Use words in a sentence to demonstrate understanding of their meaning.

Learning to spell common exception words.

Identify common exception words when reading, noting unusual correspondences between spelling and sound, e.g., because, could, should, beautiful.

Spell and use new words learnt within a meaningful context.

Choose and use appropriate spelling strategies to support learning the word, e.g.:

look, cover, say, write, check;

mnemonics;

highlighting tricky part.

Write new words with automaticity, e.g., during spelling games.

Use common exception words in independent writing.

Learning to spell more words with contracted forms.

Identify words with contracted forms.

Match the contracted form to words it represents e.g., cannot / can't.

Spell words with contracted forms; know where to place the apostrophe and which letters have been removed, e.g., cannot – can't.

Learning the possessive apostrophe (singular) [for example, the girl's book].

Identify words in context, e.g., explain why the apostrophe has been added.

Use and check that apostrophes have been added for singular possession in own writing, e.g., the girl's name.

Apostrophes to mark . . . singular possession in nouns. (VG&P, Year 2)

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.

Identify words with the suffix being focused upon.

Identify and match the root word to the appropriate suffix.

Explain how the suffix changes the meaning of the word.

Use words with appropriate suffixes in independent writing.

Choose and use appropriate spelling strategies to support learning the word, e.g.:

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clapping syllables;

writing each syllable;

highlighting tricky parts.

Read accurately words containing common suffixes.

Read words containing common suffixes. (Word Reading, Year 2)

Formation of nouns using suffixes such as -ness, -er and by compounding. (VG&P, Year 2)

Formation of adjectives using suffixes such as -ful, -less. (VG&P, Year 2)

Use of the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs. (VG&P, Year 2)

Apply spelling rules and guidance, as listed in English Appendix 1.

See English Appendix 1 Spelling for Y2

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Write from memory, simple sentences dictated by the teacher that include words using GPC's and common exception words taught so far.

Distinguishing between homophones and near-homophones.

Identify homophones and near-homophones.

Match the homophone / near-homophone to its meaning e.g. play homophone snap.

Use words accurately in a sentence to demonstrate understanding of meaning.

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Spelling, Punctuation and Grammar – Year 2

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 (Year 2):

Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.

Identify nouns in reading and discuss how adding suffixes changes the meaning of words.

Recognise and group nouns together based on their suffixes, e.g., generate word collection charts, adding to them as words are found in reading.

Discuss the meaning of new words and use them in sentences to demonstrate understanding.

Identify compound words in reading and add to word collection charts.

Discuss the meaning of new compound words and use them in a sentence to demonstrate understanding.

Make compound words, e.g., match two words to form a compound word and use them in sentences to demonstrate understanding.

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. (Spelling, Year 2)

Formation of adjectives using suffixes such as –ful, –less.

A fuller list of suffixes can be found in the year 2 spelling appendix.

Identify adjectives with suffixes in reading.

Recognise and group adjectives together based on their suffixes, e.g., generate word collection charts, adding to them as words are found in reading.

Discuss the meaning of new adjectives and use them in a sentence to demonstrate understanding.

Show, in writing, an understanding of how adding suffixes changes the meaning of words.

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. (Spelling, Year 2)

Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.

In writing:

Use suffixes er and est added to adjectives to form comparatives and superlatives, e.g., tall, taller, tallest.

Use the suffix ly added to an adjective to form an adverb, e.g., quiet, quietly.

Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. (Spelling, Year 2)

Subordination (using when, if, that, because) and co-ordination (using or, and, but).

Identify subordinating conjunctions in reading and understand that they can extend sentences, e.g., 'Jack grabbed the hen that laid the golden eggs.'

Identify co-ordinating conjunctions in reading and understand that they can extend sentences, e.g., Anne loves fish and chips but hates mushy peas.

Orally rehearse sentences using both subordinating and co-ordinating conjunctions.

Use subordination in writing, e.g., when, if, that, because.

Use co-ordination in writing, e.g., or, but, and.

Expanded noun phrases for description and specification (eg, the blue butterfly, plain flour, the man in the moon).

Identify expanded noun phrases in reading and understand that they can add detail to writing.

Use expanded noun phrases in writing.

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Identify punctuation which denotes statements, questions, exclamations and commands and understand the difference in use.

Show an understanding of how the grammatical patterns in a sentence indicate its function by using appropriately in writing:

a statement, e.g., The Y2 children visited Whirlow Hall farm.

a question, e.g., How many new born lambs were in the lambing barn?

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an exclamation, e.g., A baby lamb. How cuddly!

a command, e.g., Sit down and eat your lunch.

Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation. (Composition, Year 2)

Correct choice and consistent use of present tense and past tense throughout writing. (VG&P: Punctuation, Year 2)

Correct choice and consistent use of present tense and past tense throughout writing.

Identify verbs which indicate past and present tense.

Show an understanding of how tenses must be consistent, in writing.

Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form: (Composition, Year 2)

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. (VG&P: Sentence, Year 2)

Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was shouting).

Identify progressive form of verbs in the present and past tense.

Use the progressive form of verbs in the present and past tense to mark actions in progress, in writing.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Use correct punctuation in own writing to demarcate sentences.

Use the punctuation appropriately to inform the way text / writing needs to be read.

Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation. (Composition, Year 2)

Commas to separate items in a list.

Identify how commas are used in lists.

Use commas accurately in lists, in writing, e.g., Tom had bacon, eggs and tomatoes for breakfast.

Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation. (Composition, Year 2)

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.e. the girl's name).

Identify words with contracted forms and demonstrate, orally, an understanding of the expanded form.

Show understanding of apostrophes by matching the contracted form to the word or words it represents, e.g., can't / cannot.

Identify words in which the apostrophe indicates possession.

Show understanding by using apostrophes denoting singular possession accurately in writing.

Use contracted forms in writing.

Develop their understanding by learning the possessive apostrophe (singular). (Spelling, Year 2)

Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation. (Composition, Year 2)

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma).

Use accurate grammatical terminology when analysing text and explain the impact created.

Use accurate terminology when discussing how grammar has been used to create effect within writing.

Formation of nouns using suffixes such as -ness, -er and by compounding (e.g., whiteboard, superman).

Identify nouns in reading and discuss how adding suffixes changes the meaning of words.

Recognise and group nouns together based on their suffixes e.e. generate word collection charts, adding to them as words are found in reading.

Discuss the meaning of new words and use them in sentences to demonstrate understanding.

Identify compound words in reading and add to word collection charts.

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Discuss the meaning of new compound words and use them in a sentence to demonstrate understanding.

Make compound words e.g. match two words to form a compound word and use them in sentences to demonstrate understanding.

Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (spelling, Year 2).

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Spelling, Punctuation and Grammar - Steps 19 to 21 (0% of descriptors marked)

Composition (0% of descriptors marked)

Writing for different purposes.

Write for different purposes and audiences in a range of styles and genres, e.g.:

lists;

postcards / letters;

diary entries;

recounts;

instructions;

explanations;

non chronological reports;

non chronological reports;

Writing about real events.

Show a desire to write about meaningful, exciting experiences, e.g.:

visitors;

trips out of school;

events within school and the local community.

Write about real events, drawing upon experiences of listening to high quality texts which have been read to them.

Write recounts, e.g., personal experience;

Write instructions, e.g., a simple recipe or rules to a game;

Write explanations, e.g., explain the lifecycle of a tadpole.

Writing poetry.

Write poems in a given style inspired by poems read together.

Write poems based on personal experience, e.g., visits to the woodland, seaside.

Planning or saying out loud what they are going to write about.

Plan what they are going to write by orally rehearsing through a range of activities, e.g.:

drama, such as hot seating, freeze framing, thought tracking;

talk partner exchanges.

Compose and rehearse sentences orally prior to writing.

Writing down ideas and/or key words, including new vocabulary.

Use a range of planning structures to record ideas prior to writing and to establish clear sections for writing, e.g., mapping or story mountain.

Record new vocabulary, key words and phrases to include in writing following class discussions, drama, role play, shared reading, etc.

Record and collect noun phrases for description and specification, e.g., the blue butterfly, plain flour.

Identify language to support cohesion and coherence, e.g., time conjunctions.

Show an understanding of how meaning links from section to section, e.g., appropriate use of time conjunctions in context.

Encapsulating what they want to say, sentence by sentence.

Orally rehearse what they are going to write about sentence by sentence, e.g., use talk frames, talk partners.

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Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Re-read sentences during and / or after writing, making revisions which improve clarity.

Read writing to a partner, discuss if it makes sense and make appropriate revisions / corrections.

Make appropriate revisions and corrections to writing by checking verb tenses are used correctly and consistently, including continuous forms, e.g.; 'is sitting', 'was sitting'.

Identify verbs indicating time in their writing and check that they are used correctly and consistently.

Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Identify (with support) possible spelling errors and know strategies for how and when to make changes.

Identify possible errors in grammar and make appropriate improvements, e.g., read writing with a response partner.

Identify accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences and correct errors.

Identify accurate use of commas to separate items in a list and correct errors.

Identify accurate use of apostrophes of omission and apostrophes to mark singular possession in nouns and correct errors, e.g.; the girl's name.

Re-read writing and independently identify errors and make all necessary corrections, using support provided in the provision, e.g.:

working walls;

vocabulary banks;

spelling journals;

dictionaries;

punctuation fan.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Vary the speaking voice when reading aloud to reflect their understanding of how punctuation informs the way in which we read, e.g., 'It's a giant! A giant? A giant is coming.'