

## Year 2 Writing Curriculum

Skills To Be Taught In Each Unit			
Composition		Foundational Learning	
<p><b>Plan writing:</b> -say out loud what they are going to write about -Write idea and/or key words including new vocabulary</p>	<p><b>Drafting and writing</b> - Encapsulate what they want to say sentence by sentences</p>	<p><b>Evaluating and editing</b> -proof read for errors in spelling, grammar and punctuation -re-read to check their writing makes sense and that tenses are consistent -evaluate their writing with the teacher and other pupils -read aloud what they have written with appropriate intonation to make the meaning clear to the audience</p>	<p>Always leave spaces between words when writing <b>Form all letters properly and make them a similar size</b> <b>Place letters properly on a line including ascenders and descenders</b> <b>Spell many words correctly by segmenting them</b> <b>Spell some phonemes with different graphemes e.g. ai, a-e (use read, write inc chart)</b> <b>Write the letters of the alphabet in the correct order</b> <b>Spell words with contracted forms e.g. can't, don't, won't, wouldn't I'll</b> <b>Spell the common exception words for Y2</b> <b>Use capital letters to start sentences</b> <b>Use capital letters for names and for I</b> <b>Add a question mark at the end of a sentence</b> <b>Use capital letters and full stops correctly nearly all the time</b> <b>Use commas in a list</b> <b>Use all of the key words to explain the grammar in written work (see below)</b></p>
Grammar To Be Taught In Each Unit			
<p><b>Word</b> W1 Formation of nouns using suffixes such as -ness, -er and by compounding (for example whiteboard, superman) W2 Formation of adjectives using suffixes such as -ful, -less W3 Use of the suffixes -er, -est W4 and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p><b>Sentence</b> S1 Subordination (using when, if, that, because) and co-ordination (using or, and, but) S2 Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] S3 How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p><b>Text</b> T4 Correct choice and consistent use of present tense and past tense throughout writing T5 Use of the progressive form of verbs in the present and past tense to mark actions (she is drumming, he was shouting)</p>	<p><b>Punctuation</b> P1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2 Commas to separate items in a list P3 Apostrophes to mark where letters are missing in spelling P4 and to mark singular possession in nouns (the girl's name)</p>
Spellings	Terminology For Children To Use		Handwriting
<p>Daily Read Write Inc for letter pattern and sounds Weekly common exception words Spell more words with contracted forms Distinguish between homophones and near homophones Add suffixes to spell longer words ment, ness, ful, less and ly Write from memory simple sentences dictated by the teacher that include words using the GPCs common exception words and punctuation taught so far Spell using the possessive apostrophe</p>	<p><b>Revision Y1:</b> Letter, capital letter -Word, singular, plural -Sentence -Punctuation, full stop, question mark, exclamation mark <b>Y2</b> -Noun, noun phrase -Statement, question, exclamation, command -Compound, suffix -Adjective, adverb, verb -Tense (past, present) Apostrophe, comma</p>		<p>Form lower case letters of the correct size relative to one another Join letters using diagonal and horizontal strokes Write capitals at the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters Write digits of the correct size and orientation</p>