

Year 2 Writing Expectations

Y2: In addition to Y1 knowledge:

Pupils know that:	Pupils know how to:
<ul style="list-style-type: none"> • A sentence can begin with <i>because, if, when</i> or can contain one of these words elsewhere. These are conjunctions, used to join two ideas together. • A written question ends with a question mark instead of a full stop. • Questions often begin with question words such as <i>who, what, where, when, how, has...</i> • An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion. • At its simplest, a noun is a word that identifies (names) a thing, a person or a place. • A noun or noun phrase is almost always preceded by a determiner. Determiners signal whether a noun is known or unknown, plural or singular, and possession. • At its simplest, an adjective describes a noun (or pronoun) — says something about it. • At its simplest, a verb is a doing, happening, or action word. An alternative verb can be chosen to give an action a modified meaning. • At its simplest, an adverb of manner says <i>how</i> something happens or happened. It usually ends with <i>ly</i>. An <i>ly</i> adverb can be used at the beginning of a sentence or elsewhere in the sentence. 	<p>In addition to the vital transcriptional aspects:</p> <ul style="list-style-type: none"> • Write between 12 and 20 sentences in sequence. • Plan and write with a beginning, middle and end. • Write using a variety of simple and compound sentences, joined with simple conjunctions e.g. <i>and, then, but, or</i>. • Write sentences using <i>because, if, when</i>. • Use exclamation marks and question marks correctly. • Write questions beginning with <i>who, what, where, when, how, has...</i> • Improve a noun phrase by adding one or more adjectives and/or replacing/strengthening the noun with an alternative noun. • Select and use alternative verbs. • Use <i>ly</i> adverbs in association with verbs.



Letter Formation

Children know how to:

- sit correctly at a table, holding a pencil comfortably and correctly
- master the tripod grip of a pen/pencil.
- form lower case letters of the correct size, relative to one another.
- use spacing between words that reflects the size of the letters.
- use the diagonal and horizontal strokes needed to join letters.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Planning, drafting and Editing

- write narratives about personal experiences and those of others (real and fictional).
- plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: bubble maps
- sequence what they want to say sentence by sentence.
- make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils
- read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.
- check for errors in spelling, grammar and punctuation with an adult

Audience, Purpose and Structure

Children know how to:

- write for different purposes with an awareness of an
- increased amount of fiction and non-fiction structures.
- use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.
- read aloud what they have written with appropriate intonation to make the meaning clear.

Sentence Structure (Including punctuation and grammar)

- use the present tense and the past tense mostly correctly and consistently.
- form sentences with different forms: statement, question, exclamation, command.
- use co-ordination (*or/and/but*).
- use some subordination (*when/if/ that/because*).
- use expanded noun phrases to describe and specify (e.g. the blue butterfly).
- use the full range of punctuation taught at key stage 1 mostly correctly including:
- capital letters, full stops, question marks and exclamation marks; commas to separate lists;
- Apostrophes to mark singular possession and contractions

Grammar Terminology

Recognise and use the terms:

- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound
- Suffix
- Adjective
- Verb
- Adverb
- Present and past tense
- Apostrophe
- Comma

Phonic & Whole word spelling

- To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/ bear, blue/ blew, night/ knight).
- To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual)

Common Exception words

- To write some irregular common words.
- To spell days of the week, months of the year correctly.
- To spell all Y1 and Y2 common exception words correctly.

Prefixes and Suffixes

- To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly

Further Spelling conventions

- To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.
- To learn the possessive singular apostrophe (e.g. the girl's book).
- To write, from memory, simple sentences dictated by the teacher

Contexts for writing (Purpose)

- **Writing to express and elicit feelings:** Character Description
- **Writing to express and elicit feelings:** Setting description
- **Writing to express and elicit feelings:** Poem
- **Writing to express and elicit feelings:** Story (3 part)
- **Writing to express and elicit feelings:** Adventure story
- **Writing to remember, revise and organise thinking-** thinking tools, see ACE document
- **Writing to inform:** Letter
- **Writing to inform:** biography, journal
- **Writing to inform:** Recount (visit, visitors)
- **Writing to inform:** Diary
- **Writing to inform:** Non-Chronological Report
- **Writing to inform:** report writing