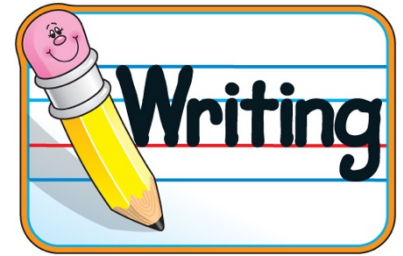


## Year 2 Writing Curriculum Targets



### **Transcription**

#### **Spell by:**

- Using phonic sounds to sound out and spell words
- Learning new ways of spelling sounds for which 1 or more spellings are already known, and learn some words with each spelling, including a few homophones
- Learning to spell common exception words
- Learning to spell words with contracted forms (for example, I'm, I've, won't, haven't)
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Distinguishing between homophones and near-homophones
- Adding suffixes to spell longer words, including -ment, -ness, -full, -less, -ly
- Applying Y2 spelling rules (see parent attachment)

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

### **Handwriting**

- 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 and 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 lower-case letters
- use spacing between words that reflect the size of the letters

### **Composition**

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they are wanting 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
  - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

- proofreading to check for errors in spelling, grammar and punctuation (for examples, end of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation make the meaning clear

## **Vocabulary, grammar and punctuation**

- learn how to use both familiar and new punctuation correctly- including full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently, including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, but)
  - Grammar for year 2 (see link below)
  - some features of written Standard English
- use and understand the grammatical terminology (see link below) in discussing their writing.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English Appendix 2 - Vocabulary grammar and punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)