



# Writing

## Year Two Curriculum Overview

Masefield Primary School

# Intent for Writing at Masefield

At Masefield we believe that a high-quality education will teach pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions to others. Reading allows pupils to develop in a cultural, emotional, intellectual, social, and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt. All skills of the English language are essential to participating fully as a member of society.

We teach children to read, write and speak well as these are skills they will need in being successful future citizens. We have high expectations for all children's English ability, that we will enable them with skills that will allow them to communicate and express themselves in an ever-changing society.

Communication skills are taught throughout the whole school curriculum especially in English through high quality texts and themes for writing. In all areas, speaking and listening is key and drama is something that we believe makes our school stand out. Early reading led by phonics and reading for pleasure are integral to promoting high expectations and standards across the school.

Topics contextualise SMSC in many areas of the curriculum and English; through texts, drama and social aspects of stories teaching ideas related to British Values. Resilience, respect and team work are transferable skills taught and applied across the curriculum through strong listening skills and clarity in communication.

In English, children have the opportunity to write for a range of purposes. We create opportunities for work to be celebrated e.g. publishing writing, sharing with other classes, writing to different organisations and people. We work to inspire a love of writing. Staff are reading role models and actively promote reading for pleasure ultimately helping students to become interesting in reading.

Through reading a range of high quality texts with relevant themes, we teach children about social injustice and how it can be overcome. We teach children to be respectful and effective communicators.

The school's curriculum for Writing sets out the content of teaching within in each year group and this demonstrates learning outcomes within the development of Writing. The curriculum details how this content is developed over a series of lessons.

The organisation of the Writing curriculum provides structured opportunities:

1. To encourage children to write independently.
2. To heighten motivation to write by providing an environment conducive to pleasurable writing.
3. To ensure that all pupils have equal access to a writing programme.
4. To raise pupils' levels of attainment/achievement in writing throughout the school.
5. To enable the pupil to obtain and use relevant information in their own writing.
6. To demonstrate, through writing, the feelings and experiences of themselves and others.
7. To enable the pupil to reflect on and edit the content they have produced.
8. To develop awareness of different types of writing genres and their purposes.
9. To understand and use the language terms used in the structure of the English Language.

# Writing Journey – The Teaching Sequence

	Part 1	Part 2	Part 3	Part 4	Part 5
Focus	<u>Reading</u> Reading the stimulus around what is being written about.	<u>Sentences</u> Sentence, grammar and punctuation level work from English Procedures Curriculum	<u>Scaffolded writing</u> using teacher modelling	<u>Independent Writing</u> based on modelled work from previous lessons Talk, plan, draft, edit, publish.	<u>Perform or/and Disciplinary Literacy</u> Writing linked to wider curriculum content from Foundation subjects e.g. What were the causes of the Second World War?
Reason	<b>Real writers read.</b> They do so because they hear the voice of fellow writers.	Pupils are learning to develop automaticity in writing sentences. Pupils will practise until they can't get these wrong. Practice makes permanent	Pupils are learning how to construct a coherent piece of writing using the sentence knowledge from previous teaching Scaffolded application of sentence knowledge.	Pupils are developing their knowledge of the writing process. Further independent application of sentence knowledge	Pupils are learning to understand the conventions of writing in a range of different subject disciplines including relevant structure of entire text. Additional opportunity to apply sentence knowledge
Talk	Fluency work around text – echo and choral reading.	Pupils orally rehearse sentences before writing	Pupils orally rehearse sentences before writing	Pupils discuss their ideas for their writing in the initial phases of planning	Pupils discuss their writing and read aloud to a partner to check their writing
Key Questions	What might the author mean here? How does this connect with what we have read before? Why might the author have written this? Does this remind you of anything? What do you like and not like about this? How does the author want us to feel at this point? How do you know?	Can pupils write these sentences with 100% accuracy? Can pupils use grammatical terminology accurately to describe the structure of their sentences?	Do pupils understand how to use their knowledge of sentences to build a coherent piece? Do pupils understand how authors select specific vocabulary and literary devices for effect?	Can pupils apply what they know about sentence structure, vocabulary and literary devices to produce a more independent piece? Are pupils explicitly taught to discuss, plan, draft and edit their work?	Can pupils write in a range of different subject domains retaining the specific features of each discipline? Is the vocabulary, grammar and structure of pupils' writing in keeping with the discipline?
In books	Reading tasks	Daily sentence level work including sentence expansion and sentence combining activities.	Scaffolded models	Planning, drafting and editing pupils' independent work	Extended writing on a specific subject

# Year Two Writing Overview

Autumn  
1

Autumn  
2

Spring  
1

Spring  
2

Summer  
1

Summer  
2

## Unit 1

Famous 5

Revision of  
Previous Year

Basic Skills

Performance  
Poetry

Famous 5

Revision of  
Previous Term

Basic Skills



Newspaper –  
Great Fire of  
London

Famous 5

Revision of  
Previous Term

Basic Skills



Poetic Form:  
Rhyming  
Couplets/  
Alliteration

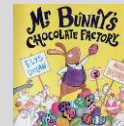
## Unit 2



Instructions



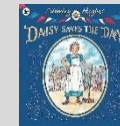
Retell a story –  
Rosa Parks



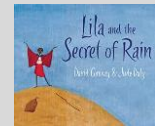
Letter



Story – Alternative  
Traditional Tales

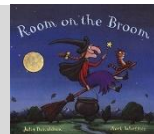


Recount as a diary



Non-  
Chronological  
Report

## Unit 3



Character  
Description



RWP: Crazy  
Creatures – Fact  
File



Story - Adventure



Story - Adventure

???

???

## Year Two Literature Spine

# Autumn 2 Unit 1 – Year Two

## Rosa Parks



Written by Isabel Sanchez

### Sentence Knowledge:

1. Identify and write statement sentences.
2. Identify and write sentences using co-ordination conjunctions.

### Features of a retell:

- Retell the events of the story in order.
- Use time connectives such as then and next.
- Have a clear beginning, middle and end.
- Summarise the plot.

### Grammar Knowledge:

- I can

### Punctuation Knowledge:

- I can

### Spelling Knowledge:

- Follow the Spelling Shed scheme of learning
-

# Sequence of Learning

## READING

Step  
1

**Learning Objective: Make predictions and ask questions about the text.**

- I can use the front cover and the title to make predictions about the text.
- I can ask questions about the text to find out information.

Step  
2

**Learning Objective: Discuss vocabulary**

- I can read through the text to highlight unfamiliar words.
- I can define unfamiliar words from the text and use them in my work.

Step  
3

**Learning Objective: Infer meaning using evidence from the text**

- I can give my impression of Rosa Parks.
- I can find evidence from the text to support my impression.

Step  
4

**Learning Objective: Sequence the text**

- I can use a timeline to sequence key events from the text.
- I can use hashtags to summarise each event in my timeline.

Step  
5

**Learning Objective: Explore key events from the text**

- I can identify important parts of the text.
- I can order each part from most to least important.
- I can justify my decision.

# Sequence of Learning

## SENTENCE LEVEL

Step  
1

**Learning Objective: Write statement sentences**

- I can identify statement sentences from the text
- I can correct the error in the statement sentence given

Step  
2

**Learning Objective: Write statement sentences**

- I can write statement sentences by completing the sentence
- I can use the vocabulary provided to create statement sentences

Step  
3

**Learning Objective: Identify co-ordinating conjunctions**

- I can identify co-ordinating conjunctions in a text given
- I can complete the missing word activity

Step  
4

**Learning Objective: Write sentences using co-ordinating conjunctions**

- I can complete the sentence using the co-ordinating conjunction

Step  
5

**Learning Objective: Edit and improve sentences that use co-ordinating conjunctions**

- I can highlight the mistakes in each sentence
- I can correct the mistakes and rewrite each sentence
- I can unjumble the sentences to create examples of co-ordinating conjunctions



# Sequence of Learning

## WRITING LEVEL

Step  
1

**Learning Objective: Create a timeline of a narrative**

- I can use a story mountain to sequence key events
- I can identify key characters and settings in a narrative

Step  
2

**Learning Objective: Write a narrative (Shared Writing)**

- I can use my story mountain
- I can include statement sentences in my writing
- I can use co-ordinating conjunctions

Step  
3

**Learning Objective: Plan a narrative**

- I can plan what to include in my narrative
- I can use my plan to draft my opening paragraph.

Step  
4

**Learning Objective: Write a narrative (Independent)**

- INDEPENDENT WRITE

Step  
5

**Learning Objective:**

- X
- X
- X

# Sequence of Learning

PERFORMANCE

Step  
1

Learning Objective:

- X
- X
- X

Step  
2

Learning Objective:

- X
- X
- X

Step  
3

Learning Objective:

- X
- X
- X

Step  
4

Learning Objective:

- X
- X
- X

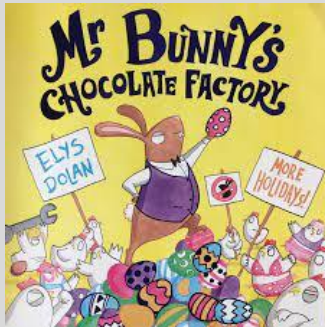
Step  
5

Learning Objective:

- X
- X
- X

# Spring 1 Unit 1 – Year Two


## Mr Bunny's Chocolate Factory



Written by Elys Dolan

### Grammar and Punctuation Knowledge:

- Use capital letters and full stops to form statements and commands Use capital letters, exclamation marks and question marks
- Use the subordinating conjunctions (when, if, that or because)
- Use past and present tenses correctly in most of my writing

ABC		. ! ?
capital letter to start	finger spaces	punctuation at the end

### Sentence Knowledge:

3. Identify and write statement, question and command sentences.
4. Use exclamation marks at the end of a sentence to show emotion.

### Spelling Knowledge:

- Follow the Spelling Shed scheme of learning
- Spell some of the Year 2 common exception words correctly
- Add the suffixes -ment, -ness, -ful and -ly to words.

### Features of a persuasive letter:

- Include the address, date and the name of who the letter is to and from.
- Use persuasive vocabulary
- Ask the reader a question.

# Sequence of Learning

## READING

Step  
1

### Learning Objective: Predictions and questions

- I can make a prediction about the text.
- I can ask and answer questions about the text.

Step  
2

### Learning Objective: Explore a character

- I can describe the character using adjectives.
- I can use a thesaurus to find alternative words.

Step  
3

### Learning Objective: Explore the plot

- I can answer comprehension questions about the text.
- I can use my understanding of the story to explain my answers.

Step  
4

### Learning Objective:

- X
- X
- X

# Sequence of Learning

## SENTENCE LEVEL

Step

1

**Learning Objective: Identify statements and commands.**

- I can identify statements and commands.
- I can correct the mistakes in the sentences.

Step

2

**Learning Objective: Write statement and command sentences.**

- I can use the pictures to write statement sentences.
- I can use the pictures to write command sentences.

Step

3

**Learning Objective: Identify questions and exclamations**

- I can identify statements and commands.
- I can correct the mistakes in the sentences.

Step

4

**Learning Objective: Write questions and exclamations**

- I can use the pictures to write questions
- I can use the pictures to write exclamations.
- I can punctuate my sentences correctly.

Step

5

**Learning Objective:**

- X
- X
- X

# Sequence of Learning

## WRITING LEVEL

Step  
1

**Learning Objective: Identify features of a letter.**

- I can make a list of features to include in a letter.
- I can identify examples of each feature in a letter.
- 

Step  
2

**Learning Objective: Plan a letter**

- I can use the planning grid to plan my letter.
- I can include a statement or command.
- I can include a question or exclamation.

Step  
3

**Learning Objective: Write a letter (Shared Write)**

- X
- X
- X

Step  
4

**Learning Objective: Write a letter (Independent)**

- X
- X
- X

Step  
5

**Learning Objective:**

- X
- X
- X

# Sequence of Learning

PERFORMANCE

Step  
1

Learning Objective:

- X
- X
- X

Step  
2

Learning Objective:

- X
- X
- X

Step  
3

Learning Objective:

- X
- X
- X

Step  
4

Learning Objective:

- X
- X
- X

Step  
5

Learning Objective:

- X
- X
- X

# Sentence Knowledge Teaching Tools to secure automaticity

We can take the brilliant complexity of sentences for granted. Each sentence written in the classroom is a distillation of a near-infinite number of complex moves.


For pupils, practising one sentence brilliantly may be worth a hundred sentences written in haste.

Too often, in the classroom, sentences are modelled, but pupils don't have a strong concept of difference sentence level moves, their functions, and how to manipulate them. Instead of tackling lots of different genres and undertaking lots of error strewn 'big writes', we should be explicit in deliberately practising crafting great sentences.

Name of Activity	Description	Example
<b>1. Explicit Modelling</b>	<p>At the start of the teaching sequence, teachers will dissect a number of model sentences with the class indicating the grammatical features as described in the sentence knowledge curriculum document. Teachers will model writing sentences and 'thinking out loud' about what they need to focus on.</p> <p>All sentence focused teaching begins with this and must be revisited throughout the week.</p>	n/a
<b>More Scaffolded Teaching Tools (used early on in teaching sequence)</b>		
<b>2. Examples and Non-Examples</b>	Teachers will present a number of sentences to the class. Some will follow the correct structure of the sentence type being studied while others will not. Pupils must identify the examples and non-examples and explain why they have been selected. Pupils may then go on to the 'Fix the error' activity with the non-examples.	<p>Conjunctions to list nouns</p> <ul style="list-style-type: none"> <li>• The nurse helped Jack and Sophie and Abdul.</li> <li>• The shop sold bread sweets crisps. Which is incorrect? Why?</li> </ul>
<b>3. Missing words</b>	Sentences are presented to children with one or more words missing. Pupils then write the sentence in full, filling in the missing information.	<p>Adverbs that modify adjectives</p> <p>The _____ tall girl entered the room. (Pupils can then add in an adverb such as 'incredibly')</p> <p>Note that the missing word is the key aspect of the sentence. It would not be as effective if the missing word had been 'girl' in this instance.</p>



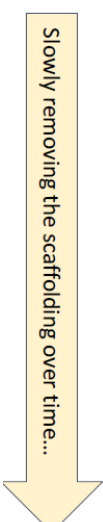
4. Dictation	Teachers read an example of a well-crafted sentence they have prepared in advance one word at a time. Pupils must transcribe the sentence with accurate punctuation and spelling. This activity will work best with sentences that require specific punctuation.	<p>Commas in lists</p> <p>'The nurse helped Jack, Sophie and Zain.'</p> <p>When using dictation, it would be helpful to include some of the spelling words from the current week or from previous weeks to give pupils an additional chance to retrieve this from memory.</p>
5. Fix the error	Pupils are presented with a sentence containing one or more errors to correct. The error should usually focus on the specific grammar aspect being studied.	<p>Direct speech</p> <p>The teacher said that girl is very kind.</p> <p>Pupil writes - The teacher said, "That girl is very kind."</p>
6. Sentence Jumble	Pupils are given a sentence in jumbled up form and must construct it so that it makes sense. The sentence can be broken into individual words or phrases depending on the focus of the teaching.	<p>Two adjectives after state of being verb</p> <p>happy, excited, and, was, Sam.</p> <p>Pupils write 'Sam was happy and excited' or 'Sam was excited and happy'</p> <p>OR</p> <p>Semi-colons to link sentences</p> <p>Pupils are given...</p> <ul style="list-style-type: none"> <li>• consequently</li> <li>• he yawned</li> <li>• the man felt tired.</li> </ul> <p>They then construct 'The man felt tired; consequently, he yawned.'</p>
7. Complete the sentence	<p>Pupils are given a sentence starter which they can use to write a sentence in the form being studied. Pupils can then underline the key grammatical aspect being studied if relevant.</p> <p>Providing a sentence ending may also work here.</p>	<p>Main and subordinate clauses</p> <p>'The girl fell over because...'</p> <p>Pupil writes – The girl fell over because <u>she tripped over the step.</u></p>

8. Sentence Expansion	Beginning with a short single clause sentence, pupils must expand the sentence adding further detail or additional clauses linked with conjunctions. The sentence must maintain the form being studied.	<p>Complex sentences opening with main clause and followed by subordinate clause.</p> <p>The teacher provides the sentence 'The girl fell over because she tripped over the step.' Pupils expand this without allowing the sentence to become clunky and without losing the structure being studied. E.g., 'The <u>fastest</u> girl fell over because she tripped over the steps <u>near the kitchen</u>.'</p>
9. Sentence combining	Pupils are given 2 or 3 short sentences which they must combine to produce a single multi-clause sentence following the format being studied. Pupils can then consider the effectiveness of different ways of combining sentences.	<p>Multi-clause compound sentences</p> <p>The teacher provides 2 or 3 short sentences such as</p> <p>'Rain lashed the freezing playground. We ventured outside. Everyone played football together.'</p> <p>The pupil then combines these to write 'Rain lashed the freezing playground, <b>yet</b> we ventured outside, <b>and</b> everyone played football together.'</p>
Less Scaffolded Teaching Tools (for use later in the teaching sequence)		
10. Use the vocab	<p>Teachers provide 1 or 2 words drawn from other aspects of the curriculum including foundation subjects or the current novel they are reading. Pupils must then use this to construct a sentence in the form being studied.</p> <p>Pupils may then underline the key grammatical element of the sentence, if relevant.</p>	<p>Extended noun phrases</p> <p>The teacher provides the word <i>vicious</i> from the class novel "The Lion, the Witch and the Wardrobe"</p> <p>Pupils write sentences such as '<u>The vicious wolf with blood-stained fur</u> crept towards the children.'</p> <p>They may underline the noun phrase.</p>
11. Picture Prompt	Teachers present a picture to the class as a prompt for pupils to construct and write their own sentence(s) following the sentence type being studied. Pupils should orally rehearse their sentence with their partner or an adult before writing.	<p>Write commands</p> <p></p> <p>Pupil writes 'Stop running in the corridor.'</p> <p>A variation on this activity would be to use a sound effect, short video clip or piece of music as stimulus.</p>

12. Subject Knowledge Sentences	Pupils write sentences based on curriculum content using the specific sentence type being studied. Content may be drawn from any curriculum area including history, geography, science, art etc. You could also write sentences about the novel currently being studied.	Multi-clause complex sentences  After class discussion about content, pupils independently write - As the economic depression worsened, Hitler grew in power, and became unstoppable.
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### Example Daily structure of teaching lesson

## Sentence Level Activities



1. Explicit Modelling
2. Examples and Non-examples
3. Missing Words
4. Dictation
5. Fix the Error
6. Sentence Jumble
7. Complete the sentence
8. Sentence Expansion
9. Sentence Combining
10. Use the Vocab
11. Picture Prompt
12. Subject Knowledge Sentences

### 6.1: Identify and write multi-clause compound sentence with two different coordinating conjunctions

Day 1	Day 2	Day 3
<b>Explicit modelling</b> <ol style="list-style-type: none"> <li>1. Missing words</li> <li>2. Examples and non-examples</li> <li>3. Fix the error</li> </ol>	<b>Explicit modelling</b> <ol style="list-style-type: none"> <li>1. Complete the sentence</li> <li>2. Sentence combining</li> <li>3. Sentence expansion</li> </ol>	<b>Explicit modelling</b> <ol style="list-style-type: none"> <li>1. Picture prompt</li> <li>2. Use the vocab</li> <li>3. Subject knowledge sentences</li> </ol>

### Example Lesson Structure

1.	<b>Explicit Modelling</b> and teaching of the sentence knowledge
2.	<b>Activity 1 - I do, we do, you do</b> 'We do' can be done on whiteboards together 'You do' can be done in exercise books (e.g. 2 to 4 sentences to practise applying their knowledge)
3	<b>Activity 2 - I do, we do, you do (as above)</b>
4.	<b>Activity 3 - I do, we do, you do (as above)</b>

# One Page Overview – Y1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	Commas in a list Apostrophe for contraction Apostrophe for singular possession	Inverted commas	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Colon Semi-colon Dash (single) Bullet points Hyphens
Sentence Structure	'and' (to join phrases and clauses)	'and, or, but' co-ordinating conjunctions 'because, if, when' subordinating conjunctions Noun phrases 4 forms of sentence	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	Fronted adverbials Expanded noun phrases	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Active and passive form Subjunctive form
Coherence and Cohesion	As above Understanding what a sentence is	As above Understanding what the 4 forms of sentences are – statement, command, question, exclamation Present, past tense & progressive form of verbs	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)
Composition and Effect	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
Proof-reading and Editing	Say it, count it, write it, check it Modelled proof reading Modelled editing	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
Word Classes		Adjective Adverb Noun Verb	Preposition Conjunction Word family	Determiner Pronoun Possessive pronoun	Revision of previous learning	Revision of previous learning
Spelling	Plural suffixes 's', 'es' Verb suffixes 'ing, ed, er' Prefix 'un' Common exception words Spelling Appendix	Suffixes 'ness, er, est, ly' Adjectives 'ful, less' Homophones Common exception words Spelling Appendix	Prefixes 'super, anti, auto' Year group word list Spelling Appendix	Year group word list Spelling Appendix	Nouns & adjectives to verbs using suffixes 'ate, ise, ify' Verb prefixes 'dis, de, mis, over, re' Year group word list Spelling Appendix	Informal/formal vocabulary Synonyms & antonyms Year group word list Spelling Appendix
Handwriting	Finger spaces Form letters in the correct direction, start and finish in the right place	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Legible Fluent Increasing speed	Legible Fluent Increasing speed

# Year 2 Writing Progression

Transcription (Statutory Requirements)	
<b>Spelling</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> </ul> </li> <li>add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed on the phonics overview</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<b>Year 2 Spelling Shed Scheme</b> <ol style="list-style-type: none"> <li>Spelling Rules: The /j/ sound spelled –dge at the end of words. This spelling is used after the short vowel sounds.</li> <li>Spelling Rules: The /j/ sound spelled –ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'</li> <li>Spelling Rules: The /j/ sound spelled with a g.</li> <li>Spelling Rules: The /s/ sound spelled c before e, i and y.</li> <li>Spelling Rules: The /n/ sound spelled kn and gn at the beginning of words.</li> <li>Challenge Words</li> <li>Spelling Rules: The /r/ sound spelled 'wr' at the beginning of words.</li> <li>Spelling Rules: The /l/ or /ul/ sound spelled '-le' at the end of words.</li> <li>Spelling Rules: The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.</li> <li>Spelling Rules: The /l/ or /ul/ sound spelled '-al' at the end of words.</li> <li>Spelling Rules: Words ending in '-il.'</li> <li>Challenge Words</li> <li>Spelling Rules: The long vowel 'i' spelled with a y at the end of words.</li> <li>Spelling Rules: Adding '-es' to nouns and verbs ending in 'y.'</li> <li>Spelling Rules: Adding '-ed' to words ending in y. The y is changed to an i.</li> <li>Spelling Rules: Adding '-er' to words ending in y. The y is changed to an i.</li> <li>Spelling Rules: Adding 'ing' to words ending in 'e' with a consonant before it.</li> <li>Challenge Words</li> <li>Spelling Rules: Adding 'er' to words ending in 'e' with a consonant before it.</li> <li>Spelling Rules: Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>Spelling Rules: Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.</li> <li>Spelling Rules: The 'or' sound spelled 'a' before ll and ll</li> <li>Spelling Rules: The short vowel sound 'o.'</li> <li>Challenge Words</li> <li>Spelling Rules: The /ee/ sound spelled '-ey'</li> <li>Spelling Rules: Words with the spelling 'a' after w and qu.</li> <li>Spelling Rules: The /er/ sound spelled with o or ar.</li> <li>Spelling Rules: The /z/ sound spelled s.</li> </ol>

	29. Spelling Rules: The suffixes '-ment' and '-ness'			
	30. Spelling Rules: The suffixes '-ful' and '-less' If a suffix starts with a consonant letter. It is added straight onto most root words.			
	31. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings			
	32. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.			
	33. Spelling Rules: Words ending in '-tion.'			
	34. Spelling Rules: Contractions – the apostrophe shows where a letter or letters would be if the words were written in full.			
	35. Challenge Words			
	36. Challenge Words			
<b><u>Handwriting</u></b>				
Pupils should be taught to:				
<ul style="list-style-type: none"><li>• Pupils should be taught to:</li><li>• form lower-case letters of the correct size relative to one another</li><li>• 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 unjoined</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>				
<b><u>Grammar, Punctuation and Spellings (Statutory Requirements)</u></b>				
Pupils should be taught to:				
<ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in to the right by:<ul style="list-style-type: none"><li>- learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li></ul></li><li>• learn how to use:<ul style="list-style-type: none"><li>- sentences with different forms: statement, question, exclamation, command</li><li>- expanded noun phrases to describe and specify [for example, the blue butterfly]</li><li>- the present and past tenses correctly and consistently including the progressive form</li><li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>- the grammar for year 2</li><li>- some features of written Standard English</li></ul></li><li>• use and understand the 'terminology for pupils' in discussing their writing</li></ul>				
<b><u>Year 2 Detail of Content to be Introduced (Statutory Requirements)</u></b>				
<b><u>Word</u></b>	<b><u>Sentence</u></b>	<b><u>Text</u></b>	<b><u>Punctuation</u></b>	<b><u>Terminology for Pupils</u></b>

<p>Formation of nouns using suffixes such as –ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as –ful, -less Use of the suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjective into adverbs</p>	<p><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Correct choice and consistent use of <b>present tense and past tense</b> throughout writing</p> <p>Use of the <b>progressive form of verbs</b> in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>	<p>noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma</p>
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### Writing Composition (Statutory Requirements)

Pupils should be taught to:

- 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 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
  - 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
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

# Writing Assessment

## Stage 2

X = Achieved     / = Working Towards     . = Not Achieved

[illegible]