

# Year 2 Writing

**What every child needs to know about writing by the end of Year 2.**



**Purpose of study:** Writing has an important place in our education and in society. Children need to write fluently so that they can communicate their ideas and emotions to others. Writing skills are essential to participate fully as a member of society. Children who cannot write fluently are disadvantaged.

**Curriculum Aims:** The aim of the writing curriculum is to promote a high standard of writing. It helps children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions. Children need to write easily, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences.

**Assessment:** Children are assessed throughout Year 2 by their teacher - this is called 'teacher assessment'. Children take 'standard attainment tests' (called SATs) at the end of Key Stage 1, which is at the end of Year 2. Test results provide teachers with additional evidence of a child's knowledge, understanding and skills.



# Writing Statutory Requirements

## Writing—transcription

Pupils should be taught to:

- Segment spoken words into phonemes (sounds) and represent these by graphemes (letters), spelling many correctly
- Learn 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
- Learn to spell common exception words (words that cannot be sounded out e.g. come, said, people)
- Learn to spell more words with contracted forms (e.g. don't, can't, it's)
- Learn the possessive apostrophe—singular (e.g. the girl's book)
- Distinguish homophones and near-homophones, words that sound the same but are spelt differently (e.g. see/sea, blue/blew)
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Write from memory simple sentences dictated by the teacher that include words using the common exception words and punctuation taught so far.

## Handwriting

Pupils should be taught to:

- ❖ 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 unjoined.
- ❖ Write capital letters and digits of 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.



# Writing Statutory Requirements

## Writing— composition

Pupils should be taught to write sentence by:

- 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—vocabulary, punctuation and grammar

Pupils should be taught to:

- Learn 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)
- Use sentences with different forms: statement, question, exclamation, command
- Use expanded noun phrases to describe and specify (e.g. the blue butterfly)
- Use the present and past tenses correctly and consistently
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).



# Supporting your Child at Home

## Online Resources:

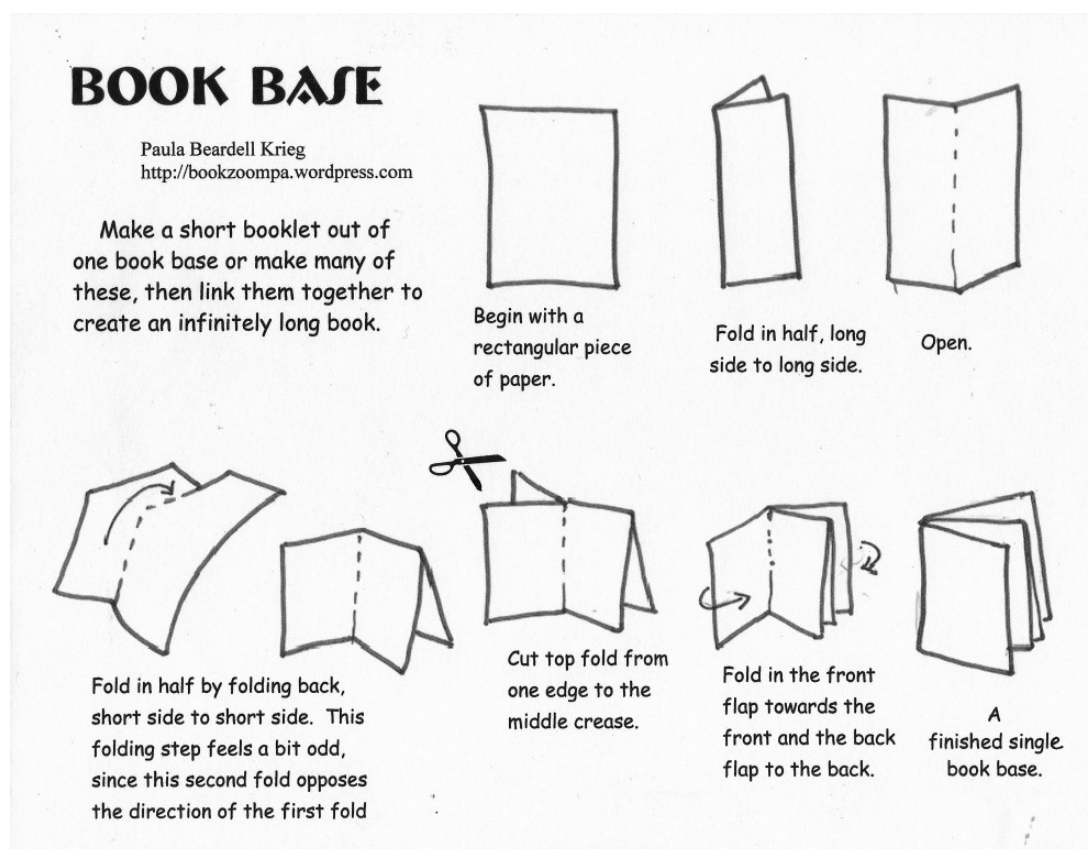
Education City (many spelling and grammar activities)

[www.pobble365.com](http://www.pobble365.com) (a writing stimulus every day)

BBC Bitesize has lots of film clips that explain grammar and other features of writing in an interesting way

[www.bbc.co.uk/education/subjects/zgkw2hv](http://www.bbc.co.uk/education/subjects/zgkw2hv)

despite the look of the website!



**It would be really helpful if** your child had a continual supply of paper, pencils and pens at home to encourage writing and drawing opportunities.

