

Key Learning in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
As above and: ▪ Say, write and punctuate simple and compound sentences using the connectives <u>and, but and or</u>. ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing.</i> Other time connectives: <u>while, as, before, after</u>. ▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> Other reason connectives: <u>so, if, then, for, unless</u>. ▪ Select, generate and effectively use verbs. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.	As above and: ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ <u>Evaluate their writing with adults and peers.</u> ▪ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▪ Read aloud their writing with intonation to make the meaning clear.	As above and: ▪ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn some words with each spelling, including a few common homophones. ▪ <u>Learn to spell common exception words.</u> ▪ Learn to spell more words with contracted forms. ▪ Distinguish between homophones and near-homophone. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. ▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	As above and: ▪ <u>Form lower-case letters of the correct size relative to one another.</u> ▪ <u>Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</u> ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.