



## Year 2 Writing Curriculum

### Attainment Targets

### Spoken language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

### Spelling

Segment spoken words into phonemes and represent these by graphemes, 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

Learn to spell more words with contracted forms

Learn the possessive apostrophe (singular)

Distinguish between homophones and near-homophones

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 GPCs, common exception words and punctuation taught so far.



Genres for writing	Grammar	Grammatical Terminology	
<p>Narratives about personal experiences and real events Recount            Non-chronological report            Instructions            Letter</p>	<p>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)            Sentences with different forms: statement, question, exclamation, command            Expanded noun phrases to describe and specify [for example, the blue butterfly]            Use 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, or but)            Some features of written Standard English</p>	<p>Year 1:            Letter            Capital Letter            Word            Singular            Plural            Sentence            Punctuation            Full stop            Question mark            Exclamation Mark</p>	<p>Year 2:            Noun            Noun phrase            Statement            Question            Exclamation            Command            Compound            Suffix            Adjective            Adverb            Verb            Tense (past, present)            Apostrophe            Comma            Progressive verb form</p>
Composition: Crafting	Composition: Editing and remodeling	Composition: Performing	
<p>Plan or say out loud what they are going to write about            Write down ideas and/or key words, including new vocabulary            Encapsulating what they want to say, sentence by sentence</p>	<p>Evaluate their writing with the teacher and other pupils            Re-read 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-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
Handwriting	Working at a Greater Depth		
<p>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 to lower case letters            Use spacing between words that reflects the size of the letters.</p>	<p>Write effectively and coherently for different purposes drawing on reading to inform the vocabulary and grammar of their writing            Make simple additions, revisions and proof reading corrections to their own writing            Use the punctuation taught at KS1 mostly correctly (. CL, ? ! ' and , in lists)            Spell most common exception words            Add suffixes to spell most words correctly in their writing e.g. ment, ness, ful, less and l</p>		



<p><b>Genre: Narrative: Traditional Tales, Fairy Stories, Traditional stories</b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: <i>Varies</i></b></p>	<p><b>Genre: Recount</b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: To re-tell events</b></p>
<p>Traditional story start            Beginning creates a setting            Beginning includes characters            Descriptive language            The ending resolves the problem            Traditional story ending</p>	<p>Where?            Why?            Who?            What?            When?            Events in chronological order            Past tense            Time adverbs            Used names of people, places and objects            First Person</p>
<p><b>Genre: Non-chronological report</b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: To inform</b></p>	<p><b>Genre: Instructions</b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: To describe or instruct how something is done through a series of sequential steps.</b></p>
<p>Present tense            Third Person            Organised thematically rather than chronologically            Optional diagram or illustration            Included a question for the reader, e.g. 'Did you know...?'            Factual</p>	<p>Present tense            Second person            Title shows what the instructions are for            'What you need' list            Instructions in correct order            Imperative verbs            Can be followed by someone else            Time adverbs</p>



<p><b>Genre: Letter</b> <b>Audience: <i>Varies</i></b> <b>Purpose: To inform/explain/persuade</b></p>	
<p>Dear From Explains why writing Second paragraph includes more detail Closing statement, asking for a reply if needed</p>	