

WRITING Year 2 – Autumn PLANNING

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>Spell by:</p> <ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell some common exception words: (25-63) Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>English Appendix 1 Revision of Y1 (Y1 common exception words) -n sound spelt kn and gn -l sound spelt -le at the end of words. -l sound spelt -el at the end of words. -ai sound spelt -y at the end of words. -adding -es to words ending in -y. -words ending with -ey -suffixes -ment/-ness/-ful/-less/-ly. -common exception words.</p>	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined form 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>Vocabulary, Grammar and Punctuation</p> <p>Word</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as – ness by compounding Formation of adjectives using suffixes such as -ful. <p>Sentence</p> <ul style="list-style-type: none"> use some co-ordination (e.g. or / and / but) to join clauses use some subordination (e.g. when /because) to join clauses to understand what a compound sentence is. <p>learn how to use:</p> <ul style="list-style-type: none"> create sentences with different forms: statements, question, exclamation, command. Expanded noun phrases to describe and specify [eg, the bright, blue butterfly] <p>Text</p> <ul style="list-style-type: none"> use the present tense correctly and consistently use the past tense correctly and consistently use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g she is drumming, he was shouting] use and understand the grammatical terminology in English Appendix 2 in discussing their writing <i>TERMINOLOGY TO USE; noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (present ,past) apostrophe, comma</i> <p>Punctuation</p> <ul style="list-style-type: none"> use of capital letters, full stops to demarcate sentences use question and exclamation marks 	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils. rereading to check that their writing makes sense. <ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear

WRITING Year 2 Spring PLANNING

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>spell by:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to spell many common exception words: (40-63) • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones.] • Add suffixes to spell longer words, including -ment. -ness, -ful, -less, -ly <p>English Appendix 1 -dg sound spelt ge and dge. -s sound spelt c before e,i and y. -i sound spelt -al. -words ending in -il. -adding -ed/-ing/-er/-est to words ending -y -suffixes -ment/-ness/-ful/-less/-ly -contractions -possessive apostrophe (singular nouns) -homophones and near homophones. -common exception words</p>	<ul style="list-style-type: none"> • form some lower-case letters of the correct size relative to one another start using some of the horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters, after discussion with the teacher. • use spacing between words that reflects the size of the letters after discussion with the teacher 	<p>Word</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes such as – ness by compounding • Formation of adjectives using suffixes such as -ful. • Use the suffixes -er, est in adjectives in standard English to turn adjectives into adverbs. <p>Sentence</p> <ul style="list-style-type: none"> • use some co-ordination (e.g. or / and / but) to join clauses • use some subordination (e.g. when / if / because) to join clauses <p>learn how to use:</p> <ul style="list-style-type: none"> • create sentences with different forms: statements, question, exclamation, command. • Expanded noun phrases to describe and specify [eg, the bright, blue butterfly] • use some features of written Standard English <p>Text</p> <ul style="list-style-type: none"> • use the present tense correctly and consistently • use the past tense correctly and consistently • use and understand the grammatical terminology in English Appendix 2 in discussing their writing <i>TERMINOLOGY TO USE; noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (present ,past) apostrophe, comma</i> <p>Punctuation</p> <ul style="list-style-type: none"> • use of capital letters, full stops, question marks to demarcate sentences • apostrophes to mark where letters are missing in spelling [contracted form] • apostrophes to mark singular possession in nouns [e.g the girl's name] 	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • writing poetry • writing for different purposes. <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • 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. • proofreading 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 Year 2 Summer PLANNING

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>spell by:</p> <ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell many common exception words: (50-63) distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, ly. <p>English Appendix 1</p> <p>-r sound spelt wr. -adding -ing/-ed/-er/-est/-y to words ending -e. -adding -ing/-ed/-er/-est/-y to words with one syllable. -a sound spelt as a before l and ll. -u sound spelt o (other, nothing, mother) -sounds spelt w and qu. -sounds spelt or after w -sounds spelt ar after w. -suffixes -ment/-ness/-ful/-less/-ly -words ending in -tion. -sound spelt s (television, treasure, usual) -homophones and near homophones. Common exception words.</p>	<ul style="list-style-type: none"> 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 form 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>Word</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as – ness, -er by compounding Formation of adjectives using suffixes such as -ful, -less. Use the suffixes -er, est in adjectives and the use of -ly in standard English to turn adjectives into adverbs. <p>Sentence</p> <ul style="list-style-type: none"> use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses <p>learn how to use:</p> <ul style="list-style-type: none"> create sentences with different forms: statements, question, exclamation, command. Expanded noun phrases to describe and specify [eg, the blue butterfly] use some features of written Standard English <p>Text</p> <ul style="list-style-type: none"> use present and past tense mostly correctly and consistently. Use of the progressive form for verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting] use and understand the grammatical terminology in English Appendix 2 in discussing their writing <i>TERMINOLOGY TO USE; noun, noun phrase, statement, question, command, exclamation, compound, suffix, adjective, adverb, verb, tense (present ,past) apostrophe, comma</i> <p>Punctuation</p> <ul style="list-style-type: none"> use of capital letters, full stops, question marks, exclamation marks to demarcate sentences use commas to separate items in a list. 	<p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> 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 example, ends of sentences punctuated correctly)