



# YEAR 2

# WRITING CURRICULUM



# KNOW IT

## YEAR 2

New Learning

Prior Learning

TENSE	
<b>Present Tense</b>	An action which is happening now.
<b>Past Tense</b>	An action which has already happened.
<b>Tense</b>	A verb form which indicates time.

SPELLING	
<b>Compound</b>	Two words joined together to make a new word.
<b>Contraction</b>	Two words joined and made shorter by omitting a letter e.g. <b>was + not = wasn't</b>
<b>Homophone</b>	Same sound - different spelling and meaning e.g. <b>peace/piece</b>
<b>Silent Letter</b>	An unheard letter within a word e.g. <b>lamb knight</b>
<b>Suffix</b>	A group of letters added to the end of a root word to change the meaning e.g. <b>happiness</b>
<b>Plural</b>	More than one noun e.g. <b>fox to foxes</b>
<b>Singular</b>	One noun

SENTENCE STRUCTURE	
<b>Command Sentence</b>	An order or instruction. <b>Write a story.</b>
<b>Question Sentence</b>	A question or request. <b>Can you write a story?</b>
<b>Exclamation Sentence</b>	Makes a statement which conveys an emotion. <b>What a lovely story that is!</b>
<b>Statement Sentence</b>	Gives a fact, opinion or idea. <b>The story was set in a forest.</b>
<b>Object</b>	The person or thing being acted upon.
<b>Verb</b>	Describes the action or state.
<b>Subject</b>	Who or what is doing the action.
<b>Sentence</b>	A group of words which are complete and make sense. Beginning with a capital letter and ending with . ! or ?

WORD CLASS	
<b>Noun Phrase</b>	Add more details to the noun: <b>ugly witch</b>
<b>Imperative Verb</b>	A command verb: <b>stop put take etc.</b>
<b>Conjunction</b>	A word used to link clauses within a sentence: <b>because and etc.</b>
<b>Adverbs of Manner</b>	Gives extra meaning to the verb.
<b>Noun</b>	A word to describe a 'person, place or thing'.
<b>Adjective</b>	A word to describe a noun.
<b>Verb</b>	A 'doing' or 'happening' word

PUNCTUATION	
<b>Apostrophe of Possession</b>	To mark singular possession. <b>The girl's shoes.</b>
<b>Apostrophe of Contraction</b>	Used to join two words e.g. do + not = don't.
<b>Commas</b>	Used to separate items in a list.
<b>Exclamation Mark</b>	To indicate surprise, urgency or emphasis
<b>Question Mark</b>	To indicate a question.
<b>Full stop</b>	To mark the end of a sentence.
<b>Capital Letter</b>	An upper case letter used at the start of a sentence and for proper nouns.

## PHONICS

Children should be taught to blend to read words containing these structures:

Extended Code				Extended Code			
Unit 1	ae	Unit 14	u	Unit 27	ae	Unit 39	g - spelling
Unit 2	ee	Unit 15	ou - spelling	Unit 28	d	Unit 40	f
Unit 3	ea - spelling	Unit 16	s	Unit 29	ee	Unit 41	gh - spelling
Unit 4	oe	Unit 17	s - spelling	Unit 30	i	Unit 42	m
Unit 5	o - spelling	Unit 18	l	Unit 31	y - spelling	Unit 43	or
Unit 6	er	Unit 19	or	Unit 32	oe	Unit 44	h
Unit 7	e	Unit 20	air	Unit 33	n	Unit 45	k
Unit 8	ow	Unit 21	ue	Unit 34	er	Unit 46	r
Unit 9	ow - spelling	Unit 22	ew - spelling	Unit 35	v	Unit 47	t
Unit 10	oo (as in moon)	Unit 23	oy	Unit 36	oo (as in moon)	Unit 48	z
Unit 11	ie	Unit 24	ar	Unit 37	j	Unit 49	eer
Unit 12	oo (as in book)	Unit 25	o	Unit 38	g	Unit 50	a
Unit 13	oo - spelling	Unit 26	a - spelling				

## SPELLING

Children in Year 2 should be taught to spell:

## Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.

## Plurals

Adding -es to nouns ending in 'y' changing the 'y' to an 'i' *baby/babies* except when words end in 'ey' then only add 's' *donkey/donkeys*

Adding 's' 'es' to to words *cat/cats, catch/catches*

## Alternatives

dge, ge, g sounding 'j' *edge/age/gem*  
 a sounding 'or' *war/towards*  
 ey sounding 'e' *donkey*  
 Some words beginning with 'w' *want/word/warm.*  
 y sounding 'i' *cry/reply*  
 Silent letter k/w/g *knight/write/gnat*  
 Soft c before 'e' 'i' and 'y' *race/city*  
 Homophones  
 Learn difference in meaning of some homophones and near homophones  
 Teach a range.  
 Homophones spelt with silent k and w *night/knight wrap/rap*  
 Homophones spelt ee/ea *see/sea*  
 Three way homophones *to/two/too*

## Apostrophe Words

Apostrophes for contraction-placing the apostrophes where the omitted letter/letters would be placed: *didn't/can't/it's*. Note *it's* should never be used for the possessive.

Possessive apostrophes for singular nouns: *Megan's the child's*.

## Prefix and Suffix Words

Adding the suffixes -ment, -ness, -ful, -less and -ly to root words *enjoyment/happiness/careful/*

Prefixes: Adding the prefix -un.

## Word Endings







Spell words ending in:  
 -le, most common, *table/middle/bottle/ little*  
 -el, much less common, *camel/tunnel/travel/towel*  
 -al *metal/pedal/hospital/capital*  
 -il *pencil/fossil/nostril*  
 -tion *station/fiction/motion*  
 Adding -ed, -er and -est to root words ending in 'y'-change to an 'i' *copied/copier/happiest*.  
 Adding -ed, -er, -est and -y to words ending in 'e'-drop the 'e' *hiking/nicest/shiny*.  
 Adding -ing, -ed, -er, -est and y to words containing and short vowel sound-double the consonant letter *patting/patted sadder/saddest*.

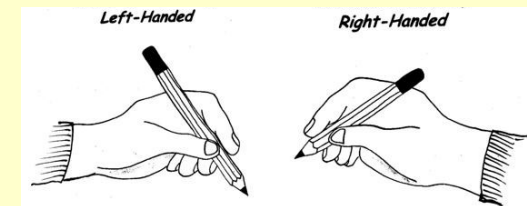
Adding -ing, -er-ed to verbs and -er, -est to adjectives where no change is needed to the root word.

Spelling an /i/ sound at the end as y *very*

## HANDWRITING

Children should use their handwriting skills to:

-  sit correctly at a table, holding a pencil comfortably and correctly;
-  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;
-  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 true size of the letters.



Ensure that the needs of left-handed children

Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Handwriting FamiliesCurly Caterpillar Letters

**c a o d g q e s f**

Letter Ladders

**l i t u j y**

One-armed Robot

**r b n h m p k**








Zig-zag Letters

**v w x z**

## WRITING SKILLS






### Grammar

Children should be taught to increase their range of sentence structures through:

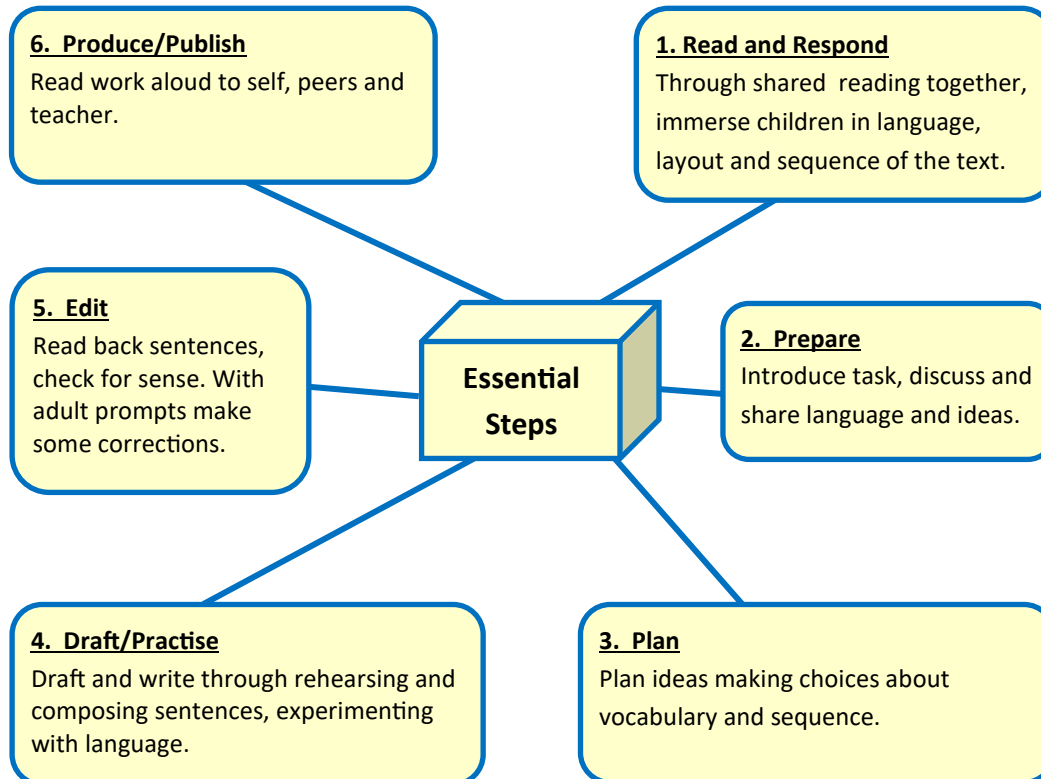
-  use of co-ordinating conjunction 'and';
-  use of noun phrases to describe and specify;
-  use of sub-ordinating or co-ordinating conjunctions to add further detail or link ideas;
-  use of different sentence forms i.e. statement, command, question, exclamation;
-  use of present and past tense throughout writing;
-  use of progressive tense to mark actions in progress
-  use of adverbs of manner.

### Punctuation

Children should be taught to use punctuation accurately across all writing including:

-  use of capital letters and full stops to demarcate sentences;
-  use of exclamations marks and question marks to demarcate sentences;
-  use of commas to separate items in a list;
-  use of apostrophes for contraction words;
-  use of apostrophes for singular use possession in nouns.

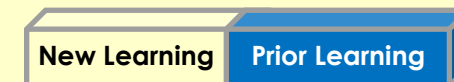
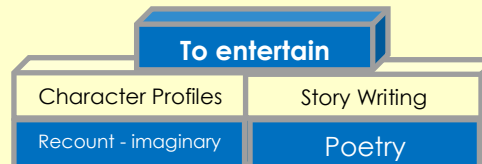
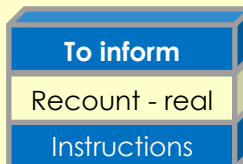
## WRITING PROCESS






## WRITING PURPOSE

Children should know that there are different purposes for writing.

In Year 2 children should focus on two of these. They should be given opportunity to read and write texts which inform and entertain.



Children should be taught to consider the importance of context, audience and purpose through:

-  choosing different sentence forms appropriately according to purpose;
-  thinking about the reader when choosing language to make writing clear and engaging;
-  selecting the appropriate tense; using it correctly and consistently.



# APPLY IT: TO ENTERTAIN

YEAR 2

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

<u>STORY WRITING</u>	<u>POETRY</u>	<u>CHARACTER PROFILES</u>	<u>RECOUNT</u>
<p>This should be linked to either a text that has been explored or a cross-curricular topic.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>include a title for their story;</li> <li>establish the setting;</li> <li>introduce the character(s);</li> <li>include a problem or special event;</li> <li>sequence events clearly;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use mainly past tense;</li> <li>use mainly third person ;</li> <li>use co-ordinating conjunctions;</li> <li>use subordinating conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use expanded noun phrases to aid cohesion;</li> <li>use adverbs and adjectives to give detailed descriptions;</li> <li>include some speech to indicate a character’s feelings;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p>Children should explore and experience a range of poetry, including sensory poems.</p> <p><b>Children should be encouraged to compose sensory poems through:</b></p> <ul style="list-style-type: none"> <li>describing a stimulus;</li> <li>using sensory descriptions ;</li> <li>using simple similes to compare;</li> <li>making adventurous vocabulary choices;</li> <li>using subject-specific language;</li> <li>using simple repetitive/patterned structures;</li> <li>experimenting with alliteration, rhyme and sound effects;</li> <li>performing with pace and intonation.</li> </ul> <p>Pupils should also experience a range of poetry through the reading curriculum.</p>	<p>This should be linked to a familiar text or class novel or be linked historical figures.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>introduce the character to the reader;</li> <li>describe the character’s appearance and personality;</li> <li>explain why their character is significant/important;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use third person;</li> <li>use conjunctions to link ideas;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>use a range of adjectives to describe appearance and personality;</li> <li>use simple similes and metaphors to add detail and description;</li> <li>use pronouns to avoid repetition;</li> <li>use noun phrases to aid cohesion and add detail ;</li> <li>use language drawn from knowledge of context.</li> </ul>	<p>This could be a recount of an imagined event or a historical event written from a character’s viewpoint.</p> <p><b>Children should be taught to:</b></p> <p><u>Structure &amp; Organisation</u></p> <ul style="list-style-type: none"> <li>state what the imagined/historical event was;</li> <li>express what type of day/experience it has been;</li> <li>sequence events in chronological order;</li> <li>close by expressing final thoughts;</li> </ul> <p><u>Grammatical features</u></p> <ul style="list-style-type: none"> <li>use the first person;</li> <li>use the past tense;</li> <li>include time and sequence conjunctions;</li> </ul> <p><u>Language features</u></p> <ul style="list-style-type: none"> <li>include adjectives to build detailed descriptions;</li> <li>use an exclamatory sentence to convey emotion;</li> <li>use adjectives to describe and convey emotions;</li> <li>use expanded noun phrases to aid cohesion;</li> <li>use pronouns to avoid the repetition of names;</li> <li>use language drawn from knowledge of context.</li> </ul>

# APPLY IT: TO INFORM

YEAR 2

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

## INSTRUCTIONS

This could be linked to learning within other curriculum areas.

**Children should be encouraged to:**

### Structure & Organisation

- include a title which outlines what the instructions are for, “How to....”;
- include a list of materials/ingredients;
- sequence the instructions with numbered steps or sequencing words;
- close with a final statement or warning i.e. ‘now you will have...’ ‘be careful to’;

### Grammatical features

- use conjunctions to aid the sequence (first, next, after that);
- use mainly present tense;

### Language features

- use imperative verbs to give clear directions;
- use adjectives and adverbs only for essential information;
- use subject-specific vocabulary.

## RECOUNT– REAL EVENT

This could be linked to a trip, school visitor or personal news.

**Children should be encouraged to:**

### Structure & Organisation

- state what the event/experience was;
- express what type of day/experience it has been;
- sequence events in chronological order;
- close by expressing final thoughts;

### Grammatical features

- use the first person;
- use the past tense;
- include time and sequence conjunctions;

### Language features

- include adjectives to build detailed descriptions;
- use adjectives to describe and convey emotions;
- use expanded noun phrases to aid cohesion;
- use pronouns to avoid the repetition of nouns.