

Subject: English Writing Year 2

What are the aims and intentions:

That all the children:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Previous links :

- Phonics
- Spelling
- Sentence structure
- Writing process
- Presentation
- Handwriting
- Vocabulary , punctuation and grammar

Unit	Autumn	Spring	Summer
VPG	<p>Uses coordinating conjunctions (joining words) <i>and, or, but, so</i></p> <p>Uses question marks and exclamation marks in writing</p> <p>Uses simple <u>adjectives</u> for description</p> <p>Understands and uses the terms <u>noun</u>, <u>verb</u> and adjective</p>	<p>Begins to use subordinating conjunctions (joining words) <i>when, if, because, as</i></p> <p>Begins to use <u>past</u> and <u>present tense</u> correctly</p> <p>Uses <u>commas</u> in lists</p> <p>Uses <u>apostrophe</u> for contraction</p> <p>Understands and uses the term <u>adverb</u></p>	<p>Recognises and write (grammatically correct) different types of sentences: <u>statements</u>, <u>questions</u>, <u>commands</u> and <u>exclamations</u></p> <p>Understands and use coordinating and subordinating conjunctions to construct and extend sentences</p> <p>Uses the past and present tense correctly throughout writing inc. the progressive form</p> <p>Uses capital letters for proper nouns accurately</p> <p>Uses a range of punctuation almost always correctly - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p> <p>Uses expanded <u>noun phrases</u>, adjectives and adverbs for description and specification</p>
Writing process	<p>Uses basic layout conventions in different forms of writing</p> <p>Plans out loud what is going to be written</p> <p>Creates simple plans to support writing</p>	<p>Develops stamina to write at increasing length</p> <p>Writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)</p> <p>Considers word choice, grammar and punctuation</p>	<p>Writes narratives about personal experiences and those of others (real and fictional)</p> <p>Writes for different purposes (including poetry)</p> <p>Uses plans to support writing</p> <p>Links ideas and events using strategies to create 'flow'</p>

	Makes simple changes to writing where appropriate Proof-reads own writing to check for basic errors	Re-reads own writing to check for sense, basic errors and meaning Reads aloud writing with appropriate intonation to make meaning clear	Evaluates the effective use of word choice, grammar and punctuation Makes appropriate additions, revisions and corrections Proof reads to check for errors in spelling, grammar and punctuation Re-reads writing to check for correct and consistent tense Evaluates writing with teachers and peers
Spelling	Spelling words with the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning of words Spelling words with the /r/ sound spelt <i>wr</i> at the beginning of words Spelling words with the /j/ sound spelt as <i>ge</i> and <i>dge</i> and <i>g</i> Spelling words with the /s/ sound spelt <i>c</i> before <i>e i y</i> Spelling adding <i>-ing, -ed, -er, -est, -y</i> to words ending in <i>e</i> with a consonant before it Spelling begins to select correct GPCs in spelling	Spelling words with contractions Spelling words ending in <i>-le, -el, -al</i> and <i>-il</i> Adding <i>-ies</i> to nouns and verbs ending in <i>y</i> Adding <i>-ed, -ing, -er, -est</i> to a root word ending in <i>y</i> with a consonant before it Selects correct GPCs in spelling Spelling words with the <u>suffix</u> <i>-ly</i> Uses <i>-ly</i> to turn adjectives into adverbs	Uses phonic knowledge to spell simple monosyllabic and polysyllabic words Spelling Y2 Common exception words/ High frequency words Spells frequently used homophones / near homophones Spelling words using the possessive apostrophe (singular nouns) Adding <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single letter after a short vowel Spelling Words with the suffixes <i>-ment, -ness, -ful</i> and <i>-less</i> Spelling words ending in <i>-tion</i> Recognises own spelling errors and makes some attempt to correct these Compound nouns
Handwriting	Forms lower case letters of the correct size relative to one another	Handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation	Words are almost always appropriately and consistently spaced in relation to the size of the letters Some diagonal and horizontal strokes are used to join letters Words are almost always appropriately and consistently spaced in relation to the size of the letters
Key vocabulary	singular noun Plural adjective Punctuation verb question mark digraph trigraph	Key skills: Communication skills Organisational skills Research skills Editing Stamina	

Cultural Capital	world book day, Ian bland performance poetry, author		