

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
<p>As above and:</p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. 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: <i>while, as, before, after</i>. 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: <i>so, if, then, for, unless</i>. 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>. 	<p>As above and:</p> <ul style="list-style-type: none"> 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. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> 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. 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. 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. 	<p>As above and:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>. 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.