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| A close up of a sign  Description automatically generated Writing Overview  Year 2 | | | |
| **Writing** | | | |
| **Transcription** | **Handwriting** | **Composition** | **Vocabulary, Grammar and Punctuation** |
| * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly   + 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   + learning to spell common exception words   + 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 * apply spelling rules and guidance, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | * 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 | Develop positive attitudes towards and stamina for writing by:   * + writing narratives about personal experiences and those of others (real and fictional)   + writing about real events   + writing poetry   + writing for different purposes   Consider what they are going to write before beginning by:   * + planning or saying out loud what they are going to write about   + writing down ideas and/or key words, including new vocabulary   + encapsulating what they want to say, sentence by sentence   Make simple additions, revisions and corrections to their own writing by:   * + 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) * read aloud what they have written with appropriate intonation to make the meaning clear | Develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   * + learning how to use both familiar and new punctuation correctly - see [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)   + learn how to use:   + sentences with different forms: statement, question, exclamation, command   + expanded noun phrases to describe and specify [for example, the blue butterfly]   + 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)   + the grammar for year 2 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   + some features of written Standard English * use and understand the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) in discussing their writing |