|  |
| --- |
| A close up of a sign  Description automatically generated Writing OverviewYear 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
 |