Year 2 Writing				
Narrative	Poetry	Report	Recount	Instructions

Text Structure

Children should:

- Group complete sentences together to tell the different parts of the story
- Include a brief introduction (opening) and / or ending
- Attempt to organise related ideas in sections or paragraphs
- Sequence ideas logically e.g. by use of time related words; numbered points; headings, commas, line breaks; use of pictures

Composition

Pupils should be taught to:

- 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
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading 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.

Handwriting

Pupils should be taught to:

- 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 unjoined
- 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.

Sentence Types	**Terminology** These are the terms children should be introduced to in Year 2:	**Spelling** Spell by:
• 1A sentences • 2A sentences • 4A sentences • Short descriptive sentences • Conjunction sentences • Time sentences • Question sentences • List sentences (noun phrases) • Simile sentences	• noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one 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 • adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Applying spelling rules and guidance • Write from memory simple sentences dictated by the teacher that include words using **Spelling work for Year 2 from English Curriculum Appendix 1**

Grammar and Punctuation

Children should:

- Learn how to use both familiar and new punctuation correctly 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
  - 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, but or so)
  - formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
  - formation of adjectives using suffixes such as –ful, –less
  - use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs