



Year 2 Writing

Key Learning for Year 2	By the end of Year 2, a child should:
<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes</p> <p>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Makes simple additions, revisions and corrections to writing by:</p> <ol style="list-style-type: none">1. proof-reading to check for errors in spelling, grammar and punctuation;2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and3. 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. <p>Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p>	<ul style="list-style-type: none">• By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly• use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;• spell words in a phonically plausible way, even if sometimes incorrectly;• apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;• explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;• think aloud as they collect ideas, draft and re-read to check their meaning is clear;• play roles and improvise scenes in various settings; and• use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.