

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</i>, <i>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</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>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</i>, <i>as</i>, <i>before</i>, <i>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</i>, <i>if</i>, <i>then</i>, <i>for</i>, <i>unless</i>. ▪ Select, generate and effectively use verbs. ▪ Use past tense for narrative, recount (e.g. <i>diary</i>, <i>newspaper report</i>, <i>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</i>, <i>sadness</i>, <i>teacher</i>, <i>baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful</i>, <i>careful</i>, <i>careless</i>, <i>hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster</i>, <i>fastest</i>, <i>smaller</i>, <i>smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping</i>, <i>collecting new vocabulary</i>, <i>key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>, <i>inform</i>, <i>entertain</i>, <i>explain</i>, <i>discuss</i>, <i>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</i>, <i>sadness</i>, <i>teacher</i>, <i>baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful</i>, <i>careful</i>, <i>careless</i>, <i>hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster</i>, <i>fastest</i>, <i>smaller</i>, <i>smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly</i>, <i>gently</i>, <i>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.

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adverbs e.g. *slowly, gently, carefully.*

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