

Year 2 Writing Programmes of Study

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Subject Content:

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1) and make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word reading skills catch up and the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Sequential Learning:	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory. Pupils should be assessed against the 'basics' (pre year group) to ensure these are secured before working through the PoS.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points. In writing, pupils apply their knowledge and skills with growing awareness of their intended audience and purpose and with growing deliberate choice of the knowledge and skills they employ to meet the needs of the intended reader.
End Point of Unit	The collection of independent writing is assessed formally 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding. Teachers will update their assessments throughout the year to inform planning.

YEAR 2 WRITING

VOCABULARY, GRAMMAR AND PUNCTUATION

Pupils should be able to write down their ideas with a growing degree of accuracy using age appropriate sentence punctuation. The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.

Pupils' learning focuses around how to write effectively for a broad range of purposes.

Skill and Knowledge Content Development How they will show and apply their new knowledge and skills	End Point of Unit Assessment of learning at end point
<p><i>I will know how to write with accurate grammar and punctuation</i></p> <ul style="list-style-type: none"> ● learning how to use both familiar and new punctuation correctly (see English Appendix 2), including <ul style="list-style-type: none"> ○ full stops, ○ capital letters, ○ exclamation marks, ○ question marks, ○ commas for lists ○ apostrophes for contracted forms and the possessive (singular) <p><i>I will know how to write with accurate grammar and punctuation</i></p> <ul style="list-style-type: none"> ● learn how to use sentences with different forms: <ul style="list-style-type: none"> ○ statement, ○ question, ○ exclamation, ○ command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] <p><i>I will know how to write with accurate grammar and punctuation</i></p> <ul style="list-style-type: none"> ● 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 ● some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p><i>I will know how to explore the meaning of words:</i></p> <ul style="list-style-type: none"> ● use and understand the grammatical terminology in English Appendix 2 in discussing their writing. <p><u>Vocabulary:</u> noun, noun phrase, statement, question, exclamation, command, compound, apostrophe, comma</p>	<p>Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.</p> <p>EXS</p> <ul style="list-style-type: none"> ● demarcate most sentences in their writing with capital letters and full stops, ● use question marks correctly when required ● • use present and past tense mostly correctly and consistently ● use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses <p>GDS</p> <ul style="list-style-type: none"> ● use the punctuation taught at key stage 1 mostly correctly including use of apostrophes, commas and exclamation marks

WRITING COMPOSITION

Pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down.

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. Drama and role play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvisation scenes in various settings. Pupils might draw on and use new vocabulary from their reading, their discussions about it (one to one and a whole class) and from their wider experiences.

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity

Skill and Knowledge Content Development How they will show and apply their new knowledge and skills	End Point of Unit Assessment of learning at end point
<p><i>I will know how to structure my writing to write cohesively:</i></p> <p><u>Planning:</u></p> <ul style="list-style-type: none"> ● consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or keywords, including new vocabulary ○ encapsulating what they want to say, sentence by sentence <p><i>I will know how to make deliberate choices for my intended audience and purpose:</i></p> <ul style="list-style-type: none"> ● develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes <p><i>I will know how to effectively edit and improve my writing:</i></p> <ul style="list-style-type: none"> ● make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ 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] 	<p>EXS</p> <ul style="list-style-type: none"> ● write simple, coherent narratives about personal experiences and those of others (real or fictional) ● write about real events, recording these simply and clearly <p>GDS</p> <ul style="list-style-type: none"> ● write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ● make simple additions, revisions and proof-reading corrections to their own writing

SPELLING

Pupils at the beginning of Year 2 should be able to make phonically plausible attempts to spell words they have not yet learned. They should learn that there is not always an obvious connection between the way a word is said and the way it is spelt and they move towards more word-specific knowledge of spelling, including homophones. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Pupils should write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

End Point of Unit

Assessment of learning at end point

Sounds Write LTP Yr 2 Knowledge Content

- A sound can be represented by more than one spelling and a spelling can represent more than one sound
- The most common spellings which represent the target sounds and the most common sounds represented by the target spelling

I will know how to spell accurately:

- adding –es to nouns and verbs ending in –y
- adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
- adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
- adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
- the /i:/ sound spelt –ey
- suffixes –ment, –ness, –ful, –less and –ly
- contractions
- possessive apostrophe (singular nouns)
- words ending in –tion
- homophones and near-homophones
- Spell many Year 2 common exception words

EXS

- segment spoken words into phonemes and represent these by graphemes, spelling
- many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words

GDS

- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)

HANDWRITING

Pupils at the beginning of Year 2 should be able to form individual letters correctly. Pupils should revise and practice correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

End Point of Unit

Assessment of learning at end point

I will know how to write with fluent handwriting

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices
 - deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

EXS

- form 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.

GDS

- use the diagonal and horizontal strokes needed to join letters