

Writing Programme of Study Year 2

Transcription	Phonic & Whole Word Spelling	<p>Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell by: 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> <p>Spell by: learning to spell common exception words</p> <p>Spell by: distinguishing between homophones and near-homophones</p>
	Other word building spelling	<p>Spell by: learning the possessive apostrophe (singular): e.g. the girl's book</p> <p>Spell by: learning to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>
	Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
	Handwriting	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>
Composition	Context	<p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>Develop positive attitudes towards and stamina for writing by: writing about real events</p> <p>Develop positive attitudes towards and stamina for writing by: writing poetry</p> <p>Develop positive attitudes towards and stamina for writing by: writing for different purposes</p>
	Planning and drafting writing	<p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence</p> <p>Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p>
	Editing writing	<p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to their own writing by: 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</p> <p>Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p>
	Performing writing	Read aloud what they have written with appropriate intonation to make the meaning clear

Vocabulary, punctuation and grammar	Vocabulary	Learn how to use: expanded noun phrases to describe and specify: e.g. the blue butterfly
	Grammar	Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learn how to use: sentences with different forms: statement, question, exclamation, command Learn how to use: the present and past tenses correctly and consistently including the progressive form Learn how to use: some features of written Standard English
	Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)

