



Supporting Writing in Year 2

OCTOBER 2020

MRS MOORE

Spelling/Transcription

- To segment words to hear phonemes and write using the correct grapheme.
- To know alternative graphemes for phonemes e.g. sound /ai/ can be as: ay, eigh, a_e
- Common exception words (tricky words)
- Contractions e.g. do not = don't, I have = I've
- Homophones e.g. too, two, to
- Suffixes e.g. ment, ness, ful, less, ly

Handwriting and Presentation

- Cursive letter formation, lead in and lead out
- Size – tall & short letters, letters that stand and sit on the line
- Start using diagonal strokes needed to join letters
- Capital letters – knowing how to write each one, correct size and orientation

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- writing most sentences with capital letters and full stops and with some use of question marks and exclamation marks**
- using sentences with different forms in their writing (statements, questions, exclamations and commands)**
- using some expanded noun phrases to describe and specify**
- using present and past tense mostly correctly and consistently**
- using co-ordination (or / and / but) and some subordination (when / if / that / because)**

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words
- spelling some words with contracted forms (I've We're)
- adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters

Working at **greater depth** within the expected standard

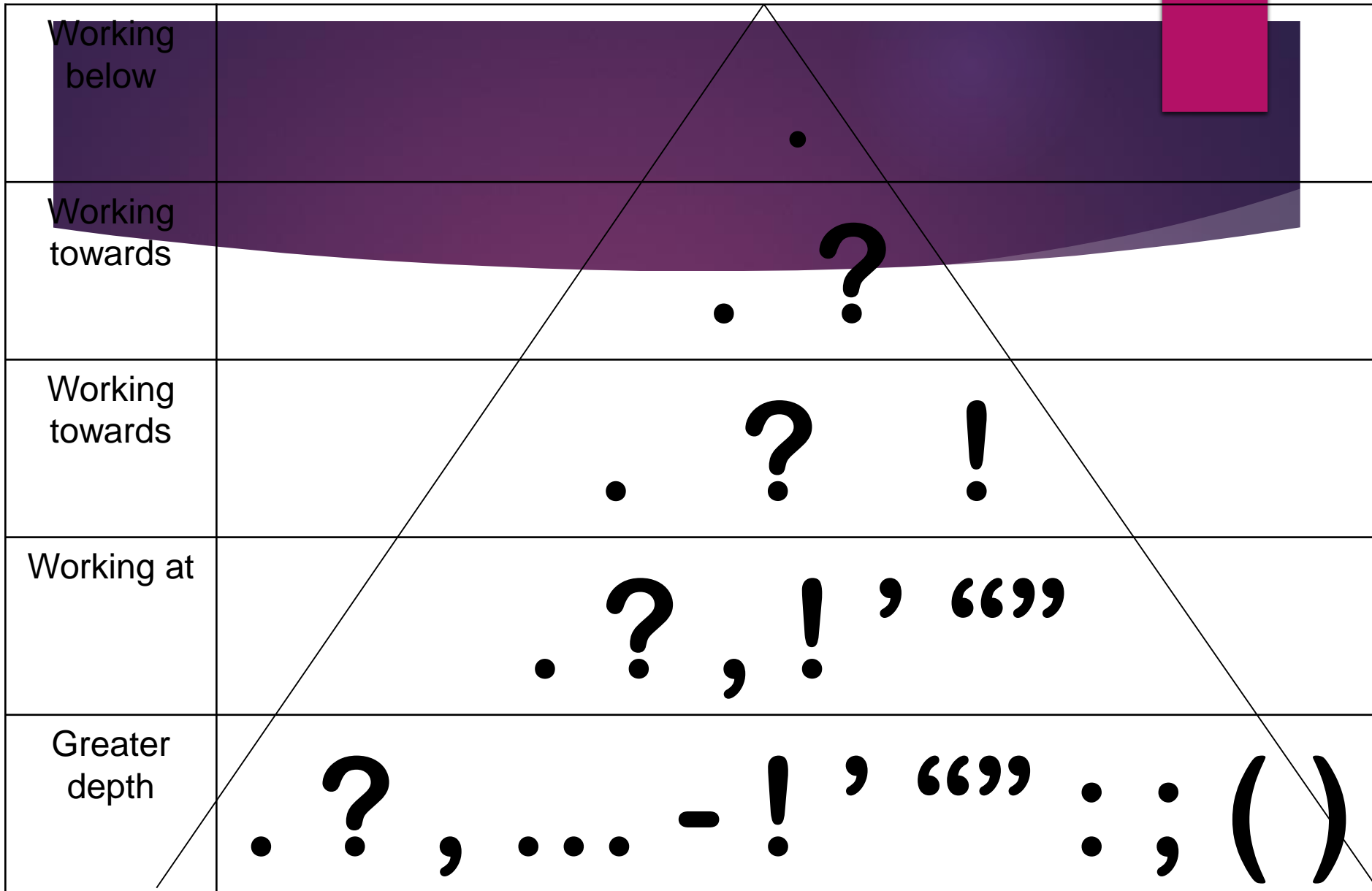
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions and proof-reading corrections to their own writing
 - use the full range of punctuation taught at key stage 1 mostly correctly
 - spell most common exception words
 - spell most words with contracted forms
 - add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly
 - use the diagonal and horizontal strokes needed to join letters in most of their writing.

Composition

- Planning – writing key ideas, words
- Writing for different purposes - narratives, about real events, poetry
- Editing – additions, revisions, corrections
- Proof-reading – check for errors in spelling, grammar & punctuation
- Read aloud their writing with appropriate intonation

Vocabulary, Grammar and Punctuation

- Use familiar and new punctuation correctly:
. ? ' ! ,
- Different sentence forms: statement, question, exclamation, command
- Noun phrases to describe & specify e.g. the blue butterfly
- Using the correct tense
- Use: when, if, because, or, and, but



The Punctuation Pyramid



Using conjunctions, adjectives and adverbs.

- ▶ I was riding my bike. I fell off. WA
- ▶ I was riding my bike **and** I fell off. WA
- ▶ I was riding my **new** bike **and** I fell off. WA+
- ▶ I was riding my **new** bike **carelessly and** I fell off. GD
- ▶ I was riding my **new** bike **carelessly and** I fell off **and hurt my knee**. GD

Assessment at the end of Year 2

- ▶ Working below the expected level
- ▶ Working towards the expected level
- ▶ **Working at the expected level (most children)**
- ▶ Working at greater depth

1b.



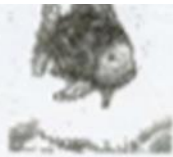
my news: I went to harrow
on Saturday then I went
shopping ✓ and I bought my case
and we went to buy my case
Cofcom and my case is ^{going to} gonna
be a chicken. ✓

✶- Lots of interesting details. ☺

✶- Too many 'and's', use a time word
such as next. + later.

Working
below

Rainbo Fish and his sister.



Once upon the ^{ocean} Oshan there
lived a fish and his famley.
one day the fish went fo an
excitid swim in the oshan.
He looked arownd and he
fownd ^{circus} at cerks on the ~~rock~~
shiny rock. So he swam faster
and faster that he was so
excitid he didn't notis the
rock in frunt ~~fo~~ him and
kralsh, he band his naed. so
He could not go to the ^{circus} cerks
and he lived sadley
ever after.



Working
towards

When they got to the village
they went around tons of houses.
They gave bread and bananas
and apples and carrots.
By the time they had
finished they were
also starved. They had one fish
left which Thurbias ate.

Thurbias and the angle were going
to the village to give some
poor people some food. It
didn't take long to get to
the village. They had
lots of food to give out.

When they got back to the
police they were relieved and
they were very hungry. Lots
of that again said Thurbias
OK said the angle. Been
reluctant.

Working towards

An Amazing Egg

Once upon a time there was an egg in a tree in a nest then it bled down into a scary spooky corner in a garden.

On the way down the egg cracked open then a little curly head popped out. When he got out he wasn't very confident because he had never been out side before he looked for his mummy.

He couldn't find her. Then his problems turned into ^{fears} fears and a RSPB person needed a career!

He didn't know what to do run or stay run or stay. Run he thought and he did! then there was a massive wall he had to fly and he did!

At the other side of the wall he heard a sound he followed it to where his

Working towards

Working at

Tuesday 11th March 2014

to: to plan a character description.

Appearance:

King Midas ^{wears} has a white beautiful robe ^{designed} with golden patterns. ✓
He has a peachy skin ^{colour} and he is wearing slippers with green lovely patterns made out of leather. ✓
His hair is black curly short and short and his teeth are white shiny ^{and} perfect. ✓
~~Teeth~~ He ^{the} has brown eyes and he is tall. ✓
The colour of his eyes ^{are} brown and he ^{appears} to be tall. ✓

Behaviour: / personality

In the beginning of the story King Midas ~~at~~ always picks some blossoming red roses for his pretty daughter princess Bell. He looks after the Satyr for 5 days.

He touches the grey hard stones and he touched the pretty flowers. He ~~7~~ Then he got thirsty he touched the hot water one ~~got~~ single liqueur came to his mouth.

Working at

During the weekend I got up on Sunday at 7:00 and I washed my face, get dress and had my breakfast. Then soon my nan and called she said my car was on fire because it was stinking because it had broke down so we went over to fetch the car, we had to call AA to fix the car.

V. vocab

After at 2:00 I went to my cousin 3rd birth party but it was 2:00 in the afternoon.

C. connects

The party ended I hugs later we were coming back to the car but then BUM! I bumped into a van "lucky the van is not dent" said my

O = opening

punctuation

Finally we went home, had dinner, had a glass of milk and went to bed.

P =

Use of paragraphs

The next morning I got up and did the same as normal then went to pick up the car from bingo where it was left the over day and took it to the garage. Next I had lunch, played, went out, came back and had dinner and went to bed. by the way, I went to bed. I have a story.

You had an eventful week

I like your story

I like all your stories

Points:

- spelling; sentence structure
- grammar e.g. at the weekend;

use of vocabulary; needs to make more interesting for the reader

story.
I can use key vocabulary from the story.
I can include some of my own vocabulary
when I retell the story.
Challenge: I can use punctuation.



① An excellent start
to your retell, some good
use of vocabulary and
punctuation.

One lovely summer's day Katie,
Jack and Gran took the big red double
decker bus into London. They came
to ~~London~~ to see all the airseme
sights, but when they got off at
Trafalgar square ~~which was beautiful~~ the sun
just have a little rest you two
stay by that lion and I'll
know where you are. She yawned.

So Katie ^{curiously} climbed on the big ~~lion~~
lion and pulled Jack up after
her. As the sun came out the
lion seemed to turn from ^{dull} grey to
gold. "Do you mind?" ^{he} said a very deep
voice. It was the lion! "Who said you
could clamber all over me?" "Here
we are very sorry" replied Katie.
"Grandma ^{had told us} said to stay with you."
"Then I suppose you must. Now what
shall we do?" Asked the lion. "Can you
take us to the sights?" "yes" replied the lion.

The lion roared as he bounded
out of Trafalgar square. First he
took them to St. Pauls Cathedral. "It
makes me feel very small" said Jack.

DEPTH

they walked up at the ~~entrance~~ dome.
"Ah! It makes me feel very dizzy"
laughed the lion. "off he must go as
~~there's~~ so much to see. ✓

Thursday 17th May 2018

After ^{St Pauls Cathedral} that the lion took ^{them} to an
old castle "The Tower of London". The
lion told the children when they approached
the building the lion said "ghosts of
kings and queens haunt the towers."
Katie shivered and held Jacks hand.
"Don't ~~worry~~ worry they only come
out at ^{night} midnight we can see the
crown jewels instead. The jewels
were kept in a small special
room ^{to have it safe for the crown} there were ^{red} rubies, blue sapphires
and green emeralds. They went outside
and saw a man in old fashion ~~clothes~~ ^{clothes}.

The lion pretended to be a ghost
and chased Katie and Jack. "You
are scaring away my Ravens if they
leave the tower would collapse." said
the Yeoman ~~a~~ warder. "I think it's
time he left and leave the Ravens
alone." said the lion.

The lion decided to take them across
the River Thames. They saw the amazing
twin towers on Tower Bridge suddenly
alarm came on ^{the bridge was opening to let a boat} ~~stop~~ called Katie,
^{through} But the lion did not stop - I ~~im~~ ^{um} and!

Creating sentences orally.

Talk For Writing



Writing at home

Ask them to start writing. Encourage them to keep reading back from the start of the sentence so they know which word to write next and avoid leaving out any words. Also encourage cursive formation. Encourage them to use more interesting words rather than simple ones.

Ask them to read the sentences. **Praise** them for what they did well e.g. remembering to use the correct punctuation, using adjectives, adverbs, variety of connectives. Choose 1 or 2 things to **teach** them. You may go over any **spellings of high frequency words** or choose a **letter to practice formation**. Can they add an adjective or adverb to their writing?

Writing at home

After reading a book, ask your child to **re-tell the story** in their own words. This will help with sequencing ideas (beginning, middle and end). You may ask them to use **Kung Fu punctuation** when they re-tell the story to help them understand where their sentence will **end** and a new one will **begin**.

Ask your child what they must remember when writing a sentence (begin with a **capital letter**, **spaces between words**, end with **full stop** or other appropriate **punctuation**).



Thank you for your
continued support.

Mrs Moore