



# SUPPORTING WRITING IN YEAR 2

March 2024  
Miss Semi

## Working Towards the Expected Standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others	
spelling some common exception words*	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words	

## Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
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:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

Working  
towards

segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others	
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Working at

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Greater  
Depth

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adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in most of their writing	

# Spelling/ transcription

- 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
- 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

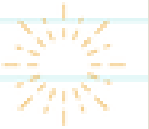
# Handwriting

- 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

## Ascenders

These are tall letters. They should be the same height.

**b, d, h, k, l**



## Descenders

These are long letters. They should be the same height.

**y, j, p, q, g, f**



**The rest of our letters should be the same size as each other and sat on the line.**

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz





# VCOP

Working towards

demarcating some sentences with capital letters and full stops	
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Working at

demarcating most sentences with:	capital letters and full stops	
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and with use of:	question marks.	
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using present and past tense mostly correctly and consistently	
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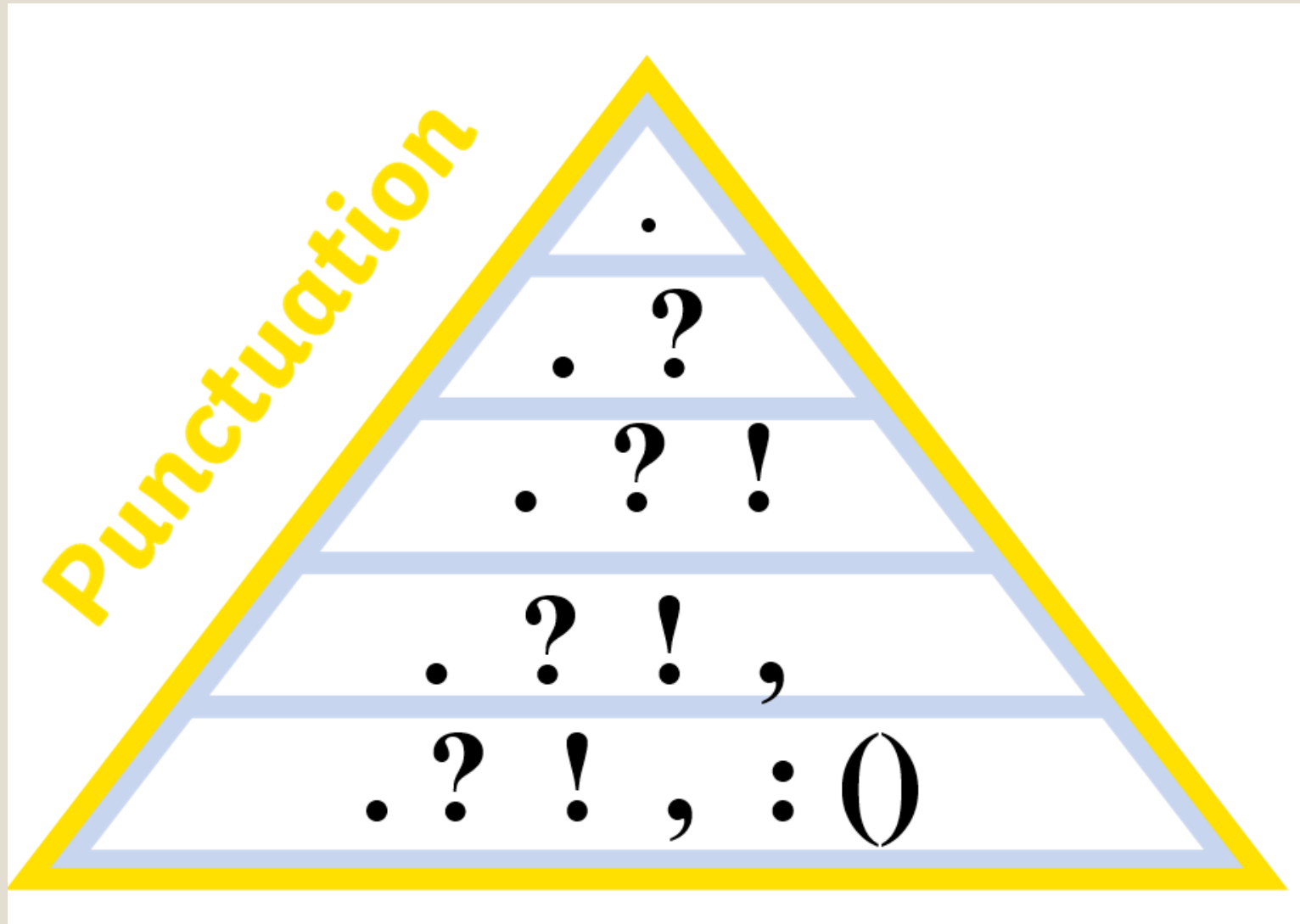
using co-ordination (or / and / but)	
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using some subordination (when / if / that / because)	
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Greater Depth

using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	

# Punctuation Pyramid



Working toward

Working at

Greater Depth

➤ 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

# Tense

- I **eated** a whole cake.
- Every morning Midas and Zoe **will** walk in the rose garden and admired the rose bushes.
- He **runned** away from me.
- She **teached** me how to do it.

## Regular Past Tense Verbs

### Add-ed to the verb:

asked	growled	opened	squealed
blinked	helped	offered	started
buzzed	jumped	phoned	stayed
chewed	kicked	played	talked
cooked	kissed	rolled	visited
crossed	laughed	scratched	walked
destroyed	listened	screamed	wanted
enjoyed	lived	showed	watched
failed	looked	slumped	whispered
finished	missed	smelled	worked
fixed	needed	spilled	yelled

### Add-d to the verb if it ends in -e:

agreed
closed
decided
died
escaped
liked
smiled
dived

### Double the end consonant and add -ed to the verb:

banned	travelled
cancelled	grabbed
levelled	hugged
marvelled	skipped
planned	swapped
stopped	tripped

### Take off the -y and add -ied to the verb:

carried
married
studied
tried
cried
fried
emptied

## Irregular Past Tense Verbs

ate	cast	flung	learnt
awoke	caught	fought	led
beat	chose	found	lent
became	clung	froze	let
began	cost	gave	lit
bent	crept	grew	lost
bet	cut	ground	made
bit	dealt	got	meant
bled	did	heard	met
blew	drank	help	misspelt
bore	dreamt	hid	mistook
bought	drew	hit	overcame
bound	drove	hung	overdid
bred	dug	hurt	overthrew
broadcast	fed	kept	overtook
broke	fell	knelt	paid
brought	felt	knew	put
built	fit	knit	quit
burnt	fled	laid	ran
burst	flew	lay	rang
came	forgot	leapt	read

# Writing sentences

Working towards

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

Working at

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

writing about real events, recording these simply and clearly

Greater Depth

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:

making simple additions, revisions and proof-reading corrections to their own writing

# Composition

- Planning – writing key ideas, words

TALK – TALK - TALK

- 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

# Extending sentences by adding adjectives and adverbs

I was riding my bike. I fell off.

Let's add a **connective**

I was riding my bike **and** I fell off.

Let's add a **adjective**

I was riding my **new** bike **and** I fell off.

Let's add an **adverb**

I was riding my **new** bike **carelessly** **and** I fell off.

Let's add **extra details**

I was riding my **new** bike **carelessly** **and** I fell off **and**  
**hurt my knee.**



# Extending sentences by adding adjectives and adverbs

I was at the park. I spotted a bird.

Let's add a **connective**

I was at the park **when** I spotted a bird.

Let's add a **adjective**

I was at the **leafy** park **when** I spotted a **pretty** bird.

Let's add an **adverb**

I was at the **leafy** park **when** I **surprisingly** spotted a **pretty** bird.

Let's add **extra details**

I was at the **leafy** park **when** I **surprisingly** spotted a **pretty** bird **that was perched on a tree branch feeding on a worm.**

WT

WT

Dear Bayri,  
I had a amazing adventure  
Grandma, Sister Katerist and  
I went to London, to see the  
sights. We saw lots of big  
buses, big crowd and big  
buildings. We got no to ride  
no a bus.

The first place we visited  
Trafalgar square, lots of  
people wearing fans kloth  
Grandma was tayerd she did  
to take a nap she told as  
to sta be the join.

~~Just~~ Dear Diary, I had an big  
~~advent~~ adventure <sup>to go</sup> with my grandma,  
 my ~~big~~ <sup>big</sup> sister. ~~and~~ I ~~and~~ went  
 to see the lights. We saw  
 lots of big ~~building~~ buildings  
<sup>crowd</sup> ~~around~~ <sup>and</sup> ~~bus~~ <sup>buses</sup>. We got to the on  
<sup>first</sup> ~~place~~ <sup>place</sup>. The first ~~place~~ <sup>place</sup>. The  
~~first~~ ~~place~~ <sup>visited</sup> ~~was~~ ~~the~~ ~~place~~ ~~we~~ ~~visited~~ ~~in~~ ~~the~~ ~~city~~. The  
~~place~~ ~~was~~ ~~very~~ ~~big~~ ~~and~~ ~~square~~.  
~~There~~ ~~was~~ ~~lots~~ ~~of~~ ~~people~~.  
 I could see lots of people.  
 My grandma was sleepy. ~~she~~ <sup>she</sup> ~~took~~ ~~a~~ ~~nap~~  
~~she~~ <sup>she</sup> ~~told~~ ~~us~~ ~~we~~ ~~had~~ ~~to~~ ~~stay~~ ~~big~~ ~~the~~  
~~light~~ <sup>she</sup> <sup>told</sup> ~~but~~ ~~we~~ ~~decided~~ ~~to~~ ~~go~~ ~~on~~  
 it. So when ~~the~~ <sup>turned</sup> ~~hot~~ ~~sun~~ ~~came~~ ~~out~~  
~~on~~ ~~the~~ ~~light~~ ~~turn~~ ~~gray~~ ~~to~~ ~~gold~~.  
~~imada~~ ~~he~~ ~~said~~ ~~in~~ ~~a~~ ~~deep~~  
<sup>voice</sup> ~~voice~~ ~~we~~ ~~could~~ ~~climb~~  
~~all~~ ~~over~~ ~~me~~? ~~Were~~ ~~alone~~ ~~stay~~.  
~~Grandma~~ ~~said~~ ~~we~~ ~~had~~ ~~to~~ ~~get~~ ~~you~~  
~~I~~ ~~suppose~~ ~~you~~ ~~want~~ ~~to~~ ~~see~~ ~~first~~? ~~He~~ ~~said~~  
~~you~~ ~~want~~ ~~to~~ ~~see~~ ~~first~~? ~~He~~ ~~said~~  
~~we~~ ~~will~~ ~~choose~~ ~~kind~~ ~~lion~~ ~~is~~ ~~to~~ ~~take~~ ~~off~~  
~~hold~~ ~~on~~ ~~tight~~ ~~and~~ ~~take~~ ~~off~~.  
~~The~~ ~~lion~~ <sup>sights</sup> ~~was~~ ~~very~~ ~~scary~~.  
~~I~~ ~~was~~ ~~scared~~ ~~to~~ ~~see~~ ~~it~~.

WT

WT

### An Amazing Egg

Once upon a time there was an egg in a tree in a nest then it ~~blow~~ fell 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 <sup>fears</sup> fears and a RSPB person needed a curly!

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

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

## King Midas

Long, long ago in a beautiful ~~place~~ land called Phrygia there lived a king called Midas. He was kind, greedy and foolish. He usually said things without thinking. So he said bad things. He loved the weight <sup>of the</sup> ~~of~~ ~~shines~~ ~~of~~ ~~gleam~~ of gold. This made him very greedy. He also loved the smell of gold. He liked the weight of gold. He also liked the gleam of gold.

King Midas lived in a splendid palace with his daughter. Love he loved her more than his ~~own~~ ~~golden~~ ~~because~~ ~~he~~ did. ~~and~~ ~~he~~ ~~loved~~ ~~her~~ ~~father~~.

WA



We bounced off from Trafalgar square  
People stared at us but the lion didn't  
mind. A man's blue umbrella flew off but  
the lion didn't care! He swam his  
golden mane and bawled off. What  
should we go first? I asked the  
lion. I didn't remember any of the  
rights so I said you're choice.<sup>66</sup>

The lion took us to St. Paul's  
Cathedral. We were all stared at the  
enormous dome. I felt so dizzy  
and the lion felt dizzy. From staring  
up at the large building, did you know St. Paul's  
Cathedral is one of the biggest churches  
in the world. We couldn't go inside  
see the Whispering Gallery because  
there were too many people at  
and in some time it was going  
to close. Not Fair.

WA

LO: To write a diary entry from  
the perspective of a new character. ☺☹☹

Dear Dicky,

What a marvellous day I had yesterday with my sister Katie! And, what if I told you that at Trafalgar Square a statue of a lion turned to life? I don't think you would believe me! He gave me and Katie a big tour of London! "Do you mind?" grumbled the lion. "Why are you on my back?" He wanted to know. "We were just told by our gran." We wanted a tour all around London!" I replied. "Where do you want to go?" the lion <sup>asked</sup> said. "You choose?" we <sup>shouted</sup> said. We all bounded out of Trafalgar Square to begin the gigantic adventure. I ~~couldn't~~ believe my eyes! I was flying! I wasn't too scared. Anyway, to begin the adventure, the first stop was St. Paul's Cathedral. We got there in just a few minutes. It looked like a huge wedding cake! It made me feel small. The Lion felt a bit dizzy when he looked at it! Oh yeah, and the Lion told me a fact which was this: "Did you know that the old St. Paul's Cathedral was burnt in the fire of London? So this is not the original church!"

GD

Dear Diary,

Today I had an exciting day out in London. I woke up very early in the morning because I was ~~some~~ so excited.

Grandma, my <sup>beautiful</sup> big sister Katie and I went to see the sights in London.

I wore my favourite outfit ~~which~~ which was a blue shirt, some green trousers and some of my most comfortable shoes.

We took a train into ~~to~~ central London. I got to go on the <sup>fast</sup> escalators or for the first time! When we got to London I ~~could~~ could see big ~~buildings~~ crowds, big ~~big~~ buildings and big red double decker buses. Everything was ~~it~~ so much bigger than me. I was so scared that I would get lost. I made sure that I would hold Grandma and Katie's hand.

Our first stop was <sup>the magnificent</sup> Trafalgar Square.

When we got there we saw lots of people walking <sup>slowly</sup> and lots of white and grey pigeons flying around. I was very scared they would poop on me.

When we got to Trafalgar <sup>amazing</sup> Square Grandma felt tired! CAN YOU BELIEVE IT! She ~~got~~ got SHE FELL ASLEEP! We haven't

GD



## The Enormous Crocodile

Book: The Enormous Crocodile  
Author: Roald Dahl  
Review by: Amber Kaur Sidhu

What is this book about?

*helpless* This book is about a huge *hungry* *devious* crocodile who wants to eat *juicy* little and *juicy* children. He used his secret plans and clever tricks to try and accomplish this but his plans were *ruined* by a group of silly lovely animals like Poly-bird and Muggle-wump the monkey who you may recognise from other Roald Dahl books like the Twits.

*\* I am packed with entertainment* Did I enjoy the book? It was hilarious *and* the whole way I was full of laughter. I could not stop laughing. Roald Dahl uses different language like *grumpy*, *luscious* and *marshy* *which* are *exciting* words to read. I also liked that it was a chapter book that was not difficult *\* to read.*

*\* or struggle*

What is my favourite part?

*initially* My favourite part was when Trunky the Elephant *\* saved the day* by defeating the devious crocodile. He *held* him tightly with his trunk and swung him higher and *higher* faster and

## The Enormous crocodile

Book: The Enormous crocodile  
Author: Roald Dahl  
Review by: M. Hashim Hassan

What is this book about?

This book is about a crocodile that *wants* to eat *fat*, *juicy* children but the other animals stop him!

Did I enjoy the book?

I like this book because the crocodile could not eat the children. Every time when he tried to trick the children the other animals saved the children.

What was my favourite part?

My favourite part was when the crocodile went in space and got burnt by the sun.

Who is my favourite character?

My favourite character is Not So Big crocodile because he does not eat children he eats fish.

Buckingham Palace is a king  
~~has~~ howley house and office. WT

I could also see hosis on the  
rod with a sound like cluck cluck

From where I was standing I  
could hear sea gulls screeching and  
singing loudly.  
I can also hear hosis gipping

... .. = there was

Buckingham palace is a home and  
office for the king. WA

When I stood in front of Buckingham  
Palace I could see golden gates  
shining brightly. From the corner  
of my eye I could see guards marching.  
I could also see a big black pavilion  
that has 775 rooms. I could see  
birds flying all over it.

From where I was standing I could  
hear the sound of birds flying along  
the road. I could also hear birds  
blowing with the wind. There  
was a lot of sound coming from  
seagulls screeching and singing  
loudly.

Buckingham palace is in London is the  
enormous building in London. GD

The king lives there. It is his  
home and his office. When I stood  
in front of Buckingham palace I  
could see red uniformed guards wearing  
big flat-top hats marching in unison.  
I could see their big black boots stomping  
harshly making the ground shake. The dark  
gloomy clothes added a chill in the air.

From where I was standing I  
could hear seagulls screeching  
and singing loudly. I could also  
hear hear galloping <sup>horses going</sup> cluck-cluck-cluck  
There was a lot of sounds coming  
from soldiers using instruments loudly  
like banging drums and trumpet.

The ~~the~~ heezy atmosphere filled me with  
excitement and amazement. The busyness of  
the city made goosebumps appear on my  
arms and my made my heart beat very  
fast.

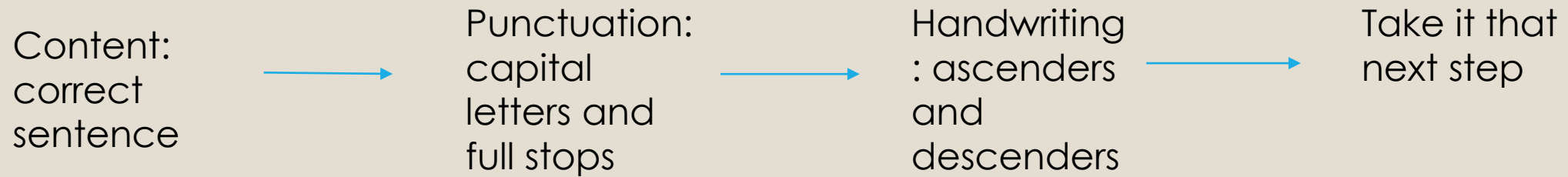
# Writing at home

As often as you can make it purposeful:

- Shopping lists
- Letters to the teacher/ friends
- Instructions on how to create a model
- Instructions on how to create a costume
- Diary entry of the weekend/ a party/ going shopping
- Poem on upcoming events

# Writing at home

## Make it meaningful



- Start from the strengths and work up.
- Praise, praise praise!

# Writing at home

Stretching them further:

- When reading a book create a vocabulary mat of new and exciting WOW words as a way to gain a wider vocabulary.
- After reading a book, have your child orally retell the story back to you. Can they make it even better than the original? Use wow words, use similes
- Do some prior learning on a topic we will be looking at the following week (always in the newsletter) and make a project on it.



THANK YOU FOR  
YOUR SUPPORT

Miss Semi