

# Supporting Writing in Year 2

Tuesday 21<sup>st</sup> January 2020

Mrs Siyani

# 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

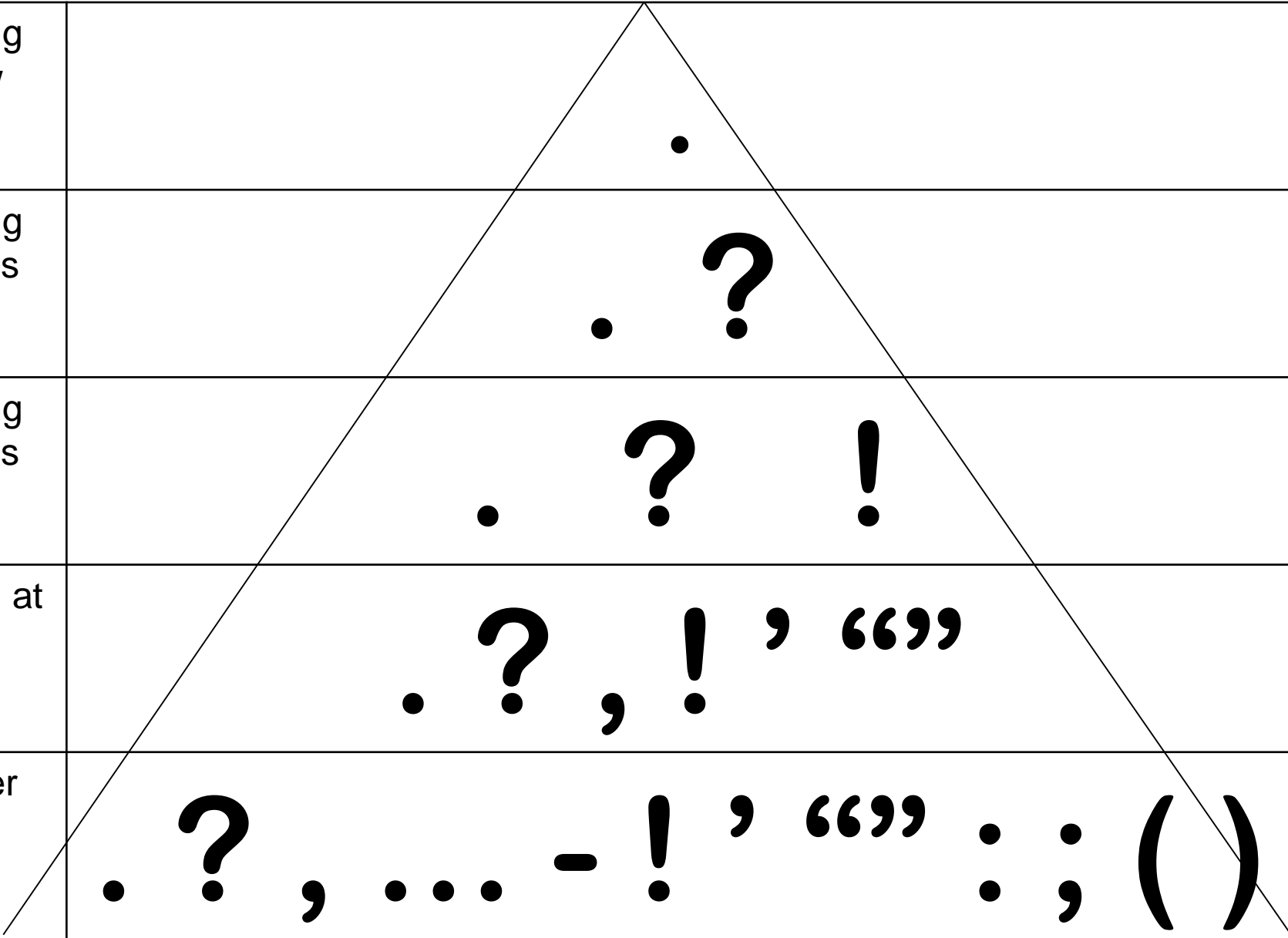
- Cursive letter formation, lead in and lead out
- Size – tall & short letters, letters that stand and sit on the line
- Start using diagonal strokes needed to join letters
- Capital letters – knowing how to write each one, correct size and orientation

# 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

Working below	 <p>.</p>
Working towards	<p>. ?</p>
Working towards	<p>. ? !</p>
Working at	<p>. ? , ! ’ “”</p>
Greater depth	<p>. ? , ... - ! ’ “” : ; ( )</p>

The Punctuation Pyramid



## Using conjunctions, adjectives and adverbs.

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

# Assessment at the end of Year 2

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



## **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
- 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.

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 <sup>going to</sup> gonna  
be a chicken. ✓

\* Lots of interesting details. ✓

\* Too many 'and's', use a time word  
such as next or later.

Working  
below

Rainbo Fish and his sister.



Once upon the <sup>ocean</sup> Oshan there  
lived a fish and his family.  
One day the fish went for an  
excited swim in the Oshan.  
He looked around and he  
found a <sup>circus</sup> circus on the ~~rock~~  
shiny rock. So he swam faster  
and faster that he was so  
excited he didn't notice the  
rock in front of him and  
krrash, he band his head so  
he could not go to the <sup>circus</sup> circus  
and he lived sadly  
ever after.



Working  
towards

When they got to the village  
they went around tons of house  
They gave bread and benarhase  
and apples and carrots.  
By the time they had  
finishest they wer  
ad orsted. They had one fish  
left whitch Thurbias ate.

Thurbias and the angle wer going  
to the village to give some  
pure people some food. It  
didnt take long to get to  
the village. They had  
lots of food to give out.

When they got back to the  
police they wer releaved and  
they wer very hungry. Lots  
do that again said thurbias  
OF said the angle. Been  
reluctant.

Working  
towards

May 08

## 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 <sup>fears</sup> fears an RSPB person needed a curly!

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

Lo: to plan / a character description

Appearance:

King Midas <sup>wears</sup> has a white beautiful robe <sup>designed</sup> with golden patterns. He has a peachy skin <sup>colour</sup> 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. ~~He~~ <sup>He</sup> has brown eyes and he is tall. The colour of his eyes <sup>appears</sup> is brown and he is <sup>appears</sup> to be tall.

Behaviour: / personality

To the beginning of the story King Midas ~~at~~ always picks some blossoming red roses for his pretty daughter princess Belle. He looks after the Satyr for 5 days. He touches the grey hard stones and he touched the pretty flowers. ~~he~~ <sup>Then</sup> he got thirsty he touch the not even one ~~single~~ single liquored came to his mouth.



During the weekend I got up on Sunday at 7:00 and I washed my face, got dress and had my breakfast. Then soon my nan and Caled 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. After at 2:00 I went to my cousin's 3rd birthday party but it was 2:00 in the afternoon. The party ended 1 hour later. We were coming back to the car but then BUMP I bumped into a van "licky the van is not dent" said my dad. Finally we went home, had dinner, had a glass of milk and went to bed. 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.

V = vocab

C = connectives

O = opening

punctuation

P =

detail

Use of paragraphs

Working at

I like your story. I like all your details and use of punctuation and words.

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~~ <sup>the city</sup> to see all the airsemane  
sights. But when they got off at  
Trafalgar Square <sup>which was so grand</sup> Gran was tired. "I'll  
just have a little rest you two  
stay by that lion and I'll  
know where you are." She yawned.

So Katie <sup>curiously</sup> climbed on the big bronze  
lion and pulled Jack up after  
her. As the sun came out the  
lion seemed to turn from <sup>dull</sup> grey to  
gold. "Do you mind?" <sup>he asked</sup> a very deep  
voice. It was the lion! "Who said you  
could clamber all over me?" "We  
are very sorry," replied Katie.  
"Grandma 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. Paul's Cathedral. "It  
makes me feel very small" said Jack.

They gazed up at the ~~shrouded~~ <sup>shrouded</sup> dome.  
"Ah! It makes me feel very dizzy."  
Laughed the lion. "off he must go as  
~~there's~~ <sup>there's</sup> so much to see." ✓

Thursday 17<sup>th</sup> May 2018

After <sup>St Paul's Cathedral</sup> that the lion took <sup>them</sup> 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 tower."  
Katie shivered and held Jack's hand.  
"Don't worry they only come  
out at <sup>night</sup> midnight we can see the  
crown jewels instead. The jewels  
were kept in a small special  
room. <sup>to have a special for the lion lion</sup> There were red rubies, blue sapphires  
and green emeralds. They went outside  
and saw a man in old fashion ~~clothes~~ <sup>clothes</sup>.

The lion pretended to be a ghost  
and chased Katie and Jack. "You  
are saving away my Ravens if they  
leave the tower would-collapse." said  
the Yeoman ~~the~~ <sup>a</sup> warden. "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 an  
alarm came on. <sup>the bridge was opening to let a boat</sup> "Stop!" said Katie.  
But the lion didn't stop - <sup>through</sup> I um and

# 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**).



# 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?

Creating  
sentences  
orally.

Talk For  
Writing



Thank you for your  
continued support.