

Writing In Year 2



Our Key Stage 1 writing curriculum is rooted in the acquisition of foundational knowledge. It is essential that children become competent in both transcription and composition and our curriculum reflects this. In Year 1 we teach children how to compose sentences orally, how to form letters correctly and how to spell. In Year 2, children begin to write for a range of purposes and audiences. Children learn to use noun phrases, conjunctions, a range of punctuation marks to form a coherent narrative.

Autumn Term

I can say out loud what I am going to write about. I can encapsulate what I want to say sentence by sentence. I can use familiar punctuation correctly – capital letters (CL) and full stops (FS). I can sequence sentences to form a short narrative. I can begin to proofread my writing with the teacher to check for errors in spelling, punctuation and grammar. I can read aloud what I have written.		
Writing sentences with noun phrases I can identify a noun. I can identify an adjective. I can use a noun phrase to describe.	Beginning to write with co-ordination I can begin to use a co-ordinating conjunction to extend an idea in a sentence (<i>and, so, but</i>)	Beginning to write sentences with different forms I can begin to write a sentence with a different form: <i>statement, question, command, exclamation.</i>

High-Quality Texts



Spring Term

I can plan or say out loud what I am going to write about. I can encapsulate what I want to say sentence by sentence. I can use familiar punctuation correctly – CL, FS, ?, ! I can write sentences with a different forms: statement, question, command, exclamation. I will be exposed to writing narratives about personal experiences and those of others (real and fictional) I will be exposed to write about real events and poetry. I will be exposed to writing for different purposes. I can proofread my writing to check for errors in spelling, punctuation and grammar. I can evaluate my writing with the teacher and other pupils. I can read aloud what I have written starting to show appropriate intonation to make the meaning clear.		
Writing sentences with co-ordination and expanded noun phrases I can begin to use an expanded noun phrase. I can begin to use a comma in list – including to separate items in an expanded noun phrase. I can use a co-ordinating conjunction to extend an idea in a sentence (<i>and, so, but, or</i>).	Writing sentences in the correct tense I can write sentences choosing the correct tense (simple present / past). I can use the present and past tenses correctly and consistently, including the progressive form.	Beginning to write with subordination I can begin to use a subordinating conjunction to extend an idea in a sentence (<i>because, when</i>).

High-Quality Texts



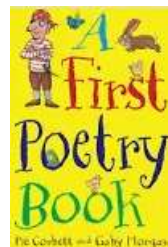
Writing to entertain
Into the Forest
Setting description



Writing to inform
Katie in London
Recount



Writing to entertain
Jack and the Beanstalk
Story re-telling



Writing to entertain
A first poetry book
Poetry



Writing to inform
Big Book of Blue
Non-Chronological Report

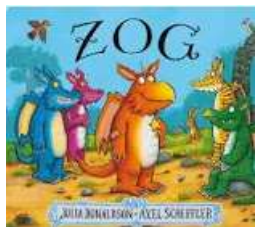


Writing to entertain
After the Fall
Story (Fairytale / Traditional Tale)

Summer Term

I can write down ideas and/or key words when planning. I can use familiar punctuation correctly – CL, FS, ? ! I can use new punctuation with increased accuracy: commas in a list. I can begin to use new punctuation: apostrophe for contraction and possession. I can use the present and past tenses correctly and consistently, including the progressive form I can use co-ordinating and/or subordinating conjunctions to extend ideas in my sentences. I can use expanded noun phrases where appropriate to describe or specify. I can write a simple, coherent narrative. I can proofread to check for errors in spelling, grammar and punctuation I can evaluate my writing with the teacher and other pupils. I can read aloud what I have written with appropriate intonation to make the meaning clear.		
Writing sentences with subordination I can begin to use a subordinating conjunction to extend an idea in a sentence (<i>because, when, if, that</i>).	Begin to make simple additions and revisions to sentences I can make simple additions, revisions and corrections to my own writing. I can re-read to check that the writing makes sense and that verbs to indicate time are used correctly and consistently.	Writing sentences with different forms and purposes I can write for different purposes (to entertain and inform). I can write with some features of written Standard English.

High-Quality Texts

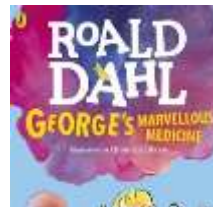


Writing to inform
Julia Donaldson
Zog / The Highway Rat
Letter to an author



Writing to entertain
Traction Man
Suggested text type:
Story

Writing to entertain
The Sound Collector
Poetry



Writing to inform
George's Marvellous
Medicine
Instructions

Writing to entertain
George's Marvellous
Medicine
Character description

Writing to entertain
George's Marvellous Medicine
Story