

Year 2 Writing Workshop

October 2019

Aims

- ▶ To gain an understanding of the expectations for writing in Year 2.
- ▶ To gain confidence in supporting your child with writing.

Writing - Working towards

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Writing - Expected standard

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Writing - Greater depth

Working at greater depth

The pupil can, after discussion with the teacher:

- 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 punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words^{*}
- 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 some letters.

What ingredients does my child need in their writing to be **secure** by the end of Year 2?

MOST sentences...



Capital letters are always used at the beginning of a sentence.

Names / proper nouns also need a capital letter.

Consistent use of the correct tense.

e.g. she **is** smiling / she **was** smiling

present **past**

Handwriting:

- spacing and size of letters
- capital letters and lower case are the correct size and relationship to one another
- horizontal and diagonal strokes to join



SOME sentences.....

Noun phrases...

blue butterfly

adjective—**noun**

golden sun



Be able to use **ALL** conjunctions / subordination below...

or and but when if that

SPELLING:

MANY: Common exception words are spelt correctly.

(see additional sheet)

Spelling is accurate or phonetically accurate.

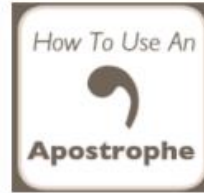
SOME: words in contracted form—it's, won't

SOME: longer words using **suffixes**— enjoyment / beautiful / feeling



What ingredients does my child need in their writing to be **exceeding** by the end of Year 2?

MOST sentences...



Capital letters are always used at the beginning of a sentence.

Names / proper nouns also need a capital letter.

Consistent use of the correct tense.

e.g. she **is** smiling / she **was** smiling

present

past

Handwriting:

- Spacing and size of letters
- Capital letters and lower case are the correct size and relationship to one another.
- Horizontal and diagonal strokes to join.

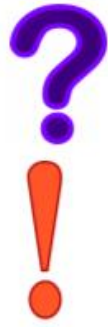
SOME sentences.....

Expanded noun phrases...

blue, beautiful butterfly

adjective—noun

golden, round sun



Be able to use **ALL** conjunctions / subordination below...

or and but when if that
because

Be able to write...

statements / questions /
exclamation / commands

An exclamation mark is a form of punctuation!

An **exclamation** sentence must start with the words .. **what** / **how**

How amazing!

What a great time you will have!

SPELLING:

MANY— Common exception words are spelt correctly.

(see additional sheet)

Spelling is accurate or phonetically accurate.

SOME— words in contracted form—it's, won't



WALT: write a non-chronological report



Polar Bear

Polar bears are mammals. They live in the **A**rctic. It is very cold there all year round **but** luckily polar bears never feel cold. They have two layers of fur **and** a **thick** layer of fat under their skin to keep them warm.

Bear Bodies

Polar bears are the biggest meat-eaters on **E**arth. They are twice as big as a tiger! They have 42 super-sharp teeth **that** they use for slicing up the meat that they eat. They have **stretchy** skin between their **razor-sharp** claws. This makes their paws a little like a duck's webbed feet. Polar bears use their paws as paddles when they swim.

Dinner Time

Polar bears are a predator. They mainly eat meat. Seals are a polar bears' favourite food **but** they have also been known to eat fish, seaweed and eggs. Polar bears catch seals **when** the seal comes up to a sea hole to breathe.

WALT: write a non-chronological report

As part of our topic 'I'm Alive' we are going to make a class book about animals. We will write about our favourite animal. We need to give our reader facts about...

what it looks like;

where it lives;

If it is wild or domesticated;

If it is a predator or prey; and

what it eats.

Talk to your partner and make notes on your whiteboard. Your adult can do this. When you feel ready to write you will write your report. Adults - you can help your child but please don't write it for them.



WALT: write a non-chronological report

Success Criteria:

Remember to...

- ▶ Write a heading;
- ▶ Write in the present tense;
- ▶ Use the correct punctuation - try to use a comma: and
- ▶ Use conjunctions - but, because, when.



Plenary

- ▶ Read a friend's writing.
- ▶ **What went well (WWW)** - What do you like about your friend's writing?
- ▶ **Even better if (EBI)** - How can you help your friend to improve their writing? Tell them one thing that would improve their writing.