

Year 2 Writing

<p>Transcription – spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none"> • The pupil can segment spoken words into phonemes (the smallest unit of sound) and represent these by graphemes (a letter of the alphabet) and can spell many words correct • The pupil can spell many common exception words from the Year 2 word list. • The pupil can spell some words with contracted forms (e.g. are not – aren't, they are – they're, were not – weren't) • The pupil can add suffixes to spell some words correctly in their writing (e.g. –ment (<i>enjoyment</i>), –ness (<i>happiness</i>), –ful (<i>joyful</i>), –less (<i>careless</i>), –ly (<i>sadly</i>))
<p>Handwriting</p>	<ul style="list-style-type: none"> • The pupil can use the diagonal and horizontal strokes needed to join letters in some of their writing • The pupil can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • The pupil can use spacing between words that reflects the size of the letters.
<p>Composition - Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<ul style="list-style-type: none"> • The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher
<p>Vocabulary, punctuation and grammar</p>	<ul style="list-style-type: none"> • The pupil can demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks • The pupil can use sentences with different forms in their writing (e.g. statements – The children all sat quietly on the carpet. Questions – Would you like to come to my party? Exclamations – What a wonderful day it is today! Commands – Go to the door and close it.) • The pupil can use some expanded noun phrases to describe and specify (e.g. a very <i>tall</i> girl) • The pupil can use present and past tense mostly correctly and consistently (e.g. The man <i>walked</i> to the park. The man is <i>walking</i> to the park.) • The pupil can use co-ordination (<i>or / and / but</i>) and some subordination (<i>when / if / that / because</i>) to make their sentences more interesting.