

Year 2 Writing

Adapting writing for purpose, audience, form, effect			
Related reading provision		Composition	
<ul style="list-style-type: none"> listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discuss the sequence of events in books and how items of information are related become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales be introduced to non-fiction books that are structured in different ways recognise simple recurring literary language in stories and poetry discuss and clarify the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 		Write coherent real and fictional narratives and poetry	
		School range of tasks linked to reading and curriculum:	
		Write clearly for a range of purposes in a range of forms	
		School range of tasks linked to reading and curriculum:	
Writing behaviours: ideas, planning, experimentation in composition, review			
Generating ideas	Planning	Composing and experimenting	Reviewing and refining
Participate in role play, drama, oral retelling to extend understanding and try out the language of the text	Retell stories and say out loud what they are going to write about to anchor in memory before writing	Encapsulate what they want to say, sentence by sentence	Evaluate what they and others have written with their teacher or other pupils
Participate in discussion about what is read to them, taking turns and listening to what others say	Map out ideas, key words and phrases including new vocabulary using notes, story maps and boards, concept maps	Re-read during and after composition to check writing makes sense (e.g. consistent tense) and make simple additions and revisions	Read aloud their writing with appropriate intonation to make meaning clear
Explain and discuss their understanding of texts and topics, asking and answering questions	Contribute to shared writing, adding to and using word banks and other scaffolds	Use word walls and other scaffolds created during talk and shared reading with greater independence	Proof-read to check for errors in spelling, punctuation and grammar

Year 2	Transcription skills			Composition choices		
	handwriting	orthography	spelling	Word choice	Sentence structure	Text structure
Secure from Year 1	Lower case letters formed correctly Form capitals Form digits 0-9	End stop punctuation and capitalisation Commas in lists Apostrophe for contraction Capitals for people, places, days of week	Use known GPCs to inform spelling choices Most frequent common exception words Days of week -ed and -ing emerging	Compose simple noun phrases Discuss and classify the meaning of new words	Can write in sentences Join sentences with and, but, so, because	Spaces between words Coherent sequencing of sentences in narrative
	Lower case formed correctly and of correct relative size	Use spacing between words that reflects the size of the letters	Apply known and alternative GPCs	Compose expanded noun phrases	Use sentences with different forms: statement, question, command, exclamation	Use the present and past tense consistently including the progressive form (...ing)
	Use diagonal and horizontal strokes and understand which letters, when adjacent to one another, are best left un-joined	Sentence demarcation: full-stops, question marks and exclamation marks and capitals secure.	Top 100 common exception words	Selects words for effect	Use subordination (when, if, that, because) and co-ordination (or, and, but)	Use features (story language, description, setting) and structures (e.g. paragraphs to organise information, different layouts) from reading in own writing
	Write capitals and digitals of the correct size, orientation and relationship to one another and to lower case	Use commas for lists				
		Use apostrophes for contraction and singular possessive	Prefix un- Suffixes for plural nouns -s, -es Suffixes -ed, -ing, -er, -est,, -ly, -ful, -ment, -ness			

CLPE writing scale reference:

Children through year 2 are likely to be working across the stages of Developing writer and Moderately Fluent Writer – although some will have aspects of Early writers. Do not feel restricted to move backwards or forwards if writers are working towards or beyond these territories of skills and behaviours. The scales were designed to support FORMATIVE assessment, supporting teachers with next steps and with design of provision, not to make summative judgements.