



Year 2 Writing National Curriculum	
<p><b>Transcription: Spelling</b> See <a href="#">English Appendix 1</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Spell by:                             <ul style="list-style-type: none"> <li>* segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>* learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>* learning to spell common exception words</li> <li>* learning to spell more words with contracted forms</li> <li>* learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>* distinguishing between homophones and near-homophones</li> </ul> </li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
<p><b>Transcription: Handwriting</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>* form lower-case letters of the correct size relative to one another</li> <li>* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>* use spacing between words that reflects the size of the letters</li> </ul>
<p><b>Composition</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by:                             <ul style="list-style-type: none"> <li>* writing narratives about personal experiences and those of others (real and fictional)</li> <li>* writing about real events</li> <li>* writing poetry</li> <li>* writing for different purposes</li> </ul> </li> <li>• Consider what they are going to write before beginning by:                             <ul style="list-style-type: none"> <li>* planning or saying out loud what they are going to write about</li> <li>* writing down ideas and/or key words, including new vocabulary</li> <li>* encapsulating what they want to say, sentence by sentence (Further note: Securing sentence boundaries)</li> </ul> </li> <li>• Make simple additions, revisions and corrections to their own writing by:                             <ul style="list-style-type: none"> <li>* evaluating their writing with the teacher and other pupils</li> <li>* re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>* proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<p><b>Vocabulary, grammar and punctuation</b> See <a href="#">English Appendix 2</a></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:                             <ul style="list-style-type: none"> <li>* learning how to use both familiar and new punctuation correctly (see <a href="#">English Appendix 2</a>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>• Learn how to use:                             <ul style="list-style-type: none"> <li>* sentences with different forms: statement, question, exclamation, command</li> <li>* expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>* the present and past tenses correctly and consistently, including the progressive form. (Appendix 2 ‘...progressive form of verbs in the present and past tense to mark actions in progress [‘she is drumming’, ‘he was shouting’])</li> <li>* subordination (using: when, if, that, because) and co-ordination (using: or, and, but)</li> <li>* the grammar for year 2 in <a href="#">English Appendix 2</a></li> <li>* some features of written Standard English</li> </ul> </li> <li>• Use and understand the grammatical terminology in <a href="#">English Appendix 2</a> in discussing their writing.</li> </ul> <p><b>Additional detail mentioned in Appendix 2</b></p> <p>* <b>Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>

## Year 2 Writing LTP

### Autumn term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
<b>Class Text</b>	Remember 5 <sup>th</sup> November/Mr Fawkes, the king and the Gunpowder Plot/Enormous Turnip														
<b>Writing Outcome</b>	Acrostic Poetry	Fiction Warning Tale			Non Fiction Recount			Teacher discretion	Fiction Wishing			Non Fiction Information		Winter Acrostic Poetry	Teacher Discretion
<b>Writing Hook</b>	Welcome to Year 2	Alexander's Outing			Guy Fawkes (History)				Cinderella or The Frog Prince			Owl who was afraid of the dark / nocturnal animals			
<b>Composition</b> <b>Vocabulary</b> <b>Grammar</b> <b>Punctuation</b>	<ul style="list-style-type: none"> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><i>sentences with different forms: statement, question, exclamation, command</i></li> <li><i>Use expanded noun phrases to describe and specify</i></li> <li><i>Use co-ordination (using: or, and, but)</i></li> <li>Write a simple, coherent narrative</li> <li>Plan or say what they are going to write about</li> </ul>			<ul style="list-style-type: none"> <li><i>Use past tense mostly and consistently correctly</i></li> <li><i>Use subordination (using: when, if, that, because)</i></li> <li><i>sentences with different forms: statement, question, exclamation, command</i></li> <li>Write about real events</li> <li>Plan or say what they are going to write about</li> </ul>				<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination <i>using: when, if, that, because</i>)</li> <li>Write a simple, coherent narrative</li> <li>Plan or say what they are going to write about</li> </ul>			<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination <i>using: when, if, that, because</i>)</li> <li>Write about real events</li> <li>Plan or say what they are going to write about</li> </ul>		<ul style="list-style-type: none"> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> </ul>	
<b>Ongoing discrete skills</b>	<ul style="list-style-type: none"> <li>Demarcate sentences with capital letters and full stops</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>Spell many common exception words</li> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>														
<b>Weekly Spelling Focus</b>		'kn' and 'gn' at the beginning of words	'r' spelt 'wr' at the beginning of words	Soft 'c'	'ge' and 'dge'	Common Exception Word focus week	'l' spelt with 'le' at the end of words	'l' sound spelt 'el' at the end of words	'l' sound spelt 'il' and 'al' at the end of words.	'igh' spelt 'y' at the end of words	Adding 'ies' to verbs ending in 'y'	Common Exception Word focus week	simple past tense 'ed' (some irregular words)	Adding 'ed', 'er' and 'est' to a word ending in 'y'	
<b>Example vocabulary</b>		knock, know, knee, knitting, knife, gnat, gnaw, gnash, gnome, gnarled	write, written, wrong, wrap, wrist, wreck, wrestle, wriggle	race, ice, cell, city, fancy, face, space, bicycle, spicy	badge, edge, bridge, dodge, fudge, age, huge, change		table, apple, bottle, little, middle, able, wobble, dazzle, riddle	camel, tunnel, travel, towel, tinsel, bagel, hazel, vowel	pencil, nostril, pupil, fossil, metal, petal, pedal, hospital	cry, fly, dry, try, reply, sly, shy, sky, terrify, multiply	flies, tries, replies, copies, babies, carries, cries, families		hopped, skipped, jumped, wiggled, ran, went, swam	copier, happier, funnier, happiest, driest	
<b>CEW spelling homework</b>		old, cold, gold, hold, told			find, kind, mind, path, bath, last, past			every, everybody, money, busy, pretty			fast, door, floor, poor, because, Christmas				

**Spring term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<b>Class Text</b>	<b>The Lighthouse Keeper's Lunch / Traction Man/Secret Garden</b>												
<b>Writing Outcome</b>	<b>Diamante Poetry</b>	<b>Fiction</b>  Loosing story			<b>Non Fiction</b>  Instructions			<b>Fiction</b>  Change			<b>Non Fiction</b>  Persuasion		<b>Teacher Discretion</b>
<b>Writing Hook</b>	<b>Spring themed</b>	<b>The Lighthouse Keeper's Lunch (TWS)</b>			<b>How to make a fruit crumble (DT topic)</b>			<b>Traction Man</b>			<b>The day the Crayons Quit (TWS)</b>		
<b>Composition</b> <b>Vocabulary</b> <b>Grammar</b> <b>Punctuation</b>	<ul style="list-style-type: none"> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Write a simple, coherent narrative</li> <li>Plan or say what they are going to write about</li> <li>Make simple additions, revisions and corrections</li> </ul>			<ul style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify.</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Spell words with contracted forms</li> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> <li>Write about real events</li> <li>Make simple additions, revisions and corrections</li> </ul>			<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Write a simple, coherent narrative</li> <li>Plan or say what they are going to write about</li> <li>Make simple additions, revisions and corrections</li> </ul>			<ul style="list-style-type: none"> <li>Use question marks correctly</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Plan or say what they are going to write about</li> <li>Write about real events</li> <li>Make simple additions, revisions and corrections</li> </ul>		
<b>Ongoing discrete skills</b>	<ul style="list-style-type: none"> <li>Demarcate sentences with capital letters and full stops</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>Spell many common exception words</li> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>												
<b>Weekly Spelling Focus</b>	Adding 'ing' to a word ending in 'y'	Adding 'ing', 'ed', 'er', 'est' and 'y' to words ending in 'e'	Adding 'ing', 'ed', 'er', 'est' and 'y' to words with a short vowel sound (double the consonant)	'or' spelt 'a'	Common Exception Word focus week	'u' spelt 'o'	'ee' spelt with 'ey'	'o' spelt with 'a'	Stressed 'er' spelt with 'or' and 'or' spelt 'ar'	'zh' spelt 's'	Common Exception Word focus week		
<b>Example vocabulary</b>	copying, crying, replying, marrying, carrying, flying, trying, drying, skiing	hiking, hiked, hiker, nicer, nicest, shiny, being, shining, scary, scaring	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, runner, runny	all, ball, call, walk, talk, always, small, wall, fall, altogether		other, mother, brother, nothing, Monday, money, cover, honey, discover, wonder	key, donkey, money, chimney, valley, trolley, turkey, hockey, journey	want, watch, wander, quantity, squash, quality, squad, quad	word, work, worm, world, worth, worst, war, warm, towards, ward	television, treasure, usual, division, vision, measure, leisure			
<b>CEW spelling homework</b>	class, grass, pass, great, break, steak			wild, climb, most, only, both			whole, half, hour, behind, after			even, plant, sure, sugar, Mr, Mrs			

**Summer term**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>Class Text</b>	<b>Meerkat Mail / Wombat Walkabout/Tales from India</b>													
<b>Writing Outcome</b>	<b>Diamante Poetry</b>	<b>Fiction</b> <b>Journey story</b>			<b>Non Fiction</b> <b>Recount</b>			<b>Fiction</b> <b>Beat the monster</b>			<b>Non Fiction</b> <b>Information</b>		<b>Teacher Discretion</b>	<b>Teacher Discretion</b>
<b>Writing Hook</b>	<b>Weather</b>	<b>Meerkat Mail (TWS)</b>			<b>Amy Johnson's flight to Australia</b>			<b>Wombat Goes Walkabout</b>			<b>Australia (Geog topic)</b>			
<b>Composition</b> <b>Vocabulary</b> <b>Grammar</b> <b>Punctuation</b>	<ul style="list-style-type: none"> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Write a simple, coherent narrative</li> <li>Plan or say what they are going to write about</li> <li><i>Add suffixes to spell most words correctly</i></li> </ul>			<ul style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify.</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Use the past tense mostly and consistently correctly</li> <li>Use words with contracted forms</li> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> <li>Write about real events</li> </ul>			<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Write a simple, coherent narrative</li> <li>Plan or say what they are going to write about</li> <li><i>Add suffixes to spell most words correctly</i></li> </ul>			<ul style="list-style-type: none"> <li>Use expanded noun phrases to describe and specify.</li> <li>Use co-ordination (<i>using: or, and, but</i>)</li> <li>Use some subordination (<i>using: when, if, that, because</i>)</li> <li>Spell words with contracted forms</li> <li>Plan or say what they are going to write about</li> <li>Write down ideas and key words, including new vocabulary</li> <li>Write about real events</li> </ul>			
<b>Ongoing discrete skills</b>	<ul style="list-style-type: none"> <li>Demarcate sentences with capital letters and full stops</li> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>Spell many common exception words</li> <li>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>													
<b>Weekly Spelling Focus</b>	Suffixes 'ment', 'ness' and 'ful'	Suffixes 'less' and 'ly'	Words ending in 'tion'	Contractions	Possessive apostrophe	Common Exception Word focus week	Homophones	Homophones	Suffixes 'ment', 'ness' and 'ful'	Suffixes 'less' and 'ly'	Words ending in 'tion'			
<b>Example vocabulary</b>	enjoyment, sadness, careful, playful, plainness, argument, happiness, cheerful	badly, happily, lovely, slowly, quickly, hopeless, careless, fearless	station, fiction, motion, national, section, addition, subtraction, potion, option				there, their, they're, here, hear, see, sea, to, too, two	be, bee, bare, bear, one, won, son, sun, night, knight, blue, blew, hole, whole	enjoyment, sadness, careful, playful, plainness, argument, happiness, cheerful	badly, happily, lovely, slowly, quickly, hopeless, careless, fearless	station, fiction, motion, national, section, addition, subtraction, potion, option			
<b>CEW spelling homework</b>	could, should, would, any, many			who, eye, water, again			people, parents, child, children, father			beautiful, clothes, prove, improve, move				