**Year 2 Contexts for Writing:**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Narratives about personal experiences and those of others (real and fictional). | Real events (Recounts)  Writing for different purposes | Narratives about personal experiences and those of others (real and fictional).  Poetry | Narratives about personal experiences and those of others (real and fictional). | Real events (Recounts)  Writing for different purposes | Narratives about personal experiences and those of others (real and fictional).  Poetry |

**Year 2 Writing Small Steps:**

**(Refer also to Year 1 Writing Small Steps document.)**

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| **Composition: Planning** | * Consider what they are going to write before beginning by: * Planning or saying out loud what they are going to write about. * Writing down ideas and/or key words, including new vocabulary. |
| **Composition Drafting & Writing (including Grammar Text Level)** | * Encapsulate what they want to say, sentence by sentence. * Orally construct sentences that make sense. * Write sentences that are grammatically correct e.g. not omitting in, it. * Orally rehearse a complete sentence. Commit to sentence before writing. Avoid 2 sentences in one e.g. I went to the park(. I) it was fun. * Make the correct choice and consistent use of present tense and past tense throughout writing. * Orally use the correct verbs for past or present tense e.g. ing and ed. * Use irregular verbs accurately e.g. wearing = wore, see = saw, run = ran. * Use the present and past tenses correctly and consistently including the progressive form to mark actions in progress (e.g. she is drumming, he was shouting]. * Know the effect of is, am, are and was, were e.g. present - Jan is skipping. past - Jan was skipping. |
| **Grammar Sentence Level** | * Use **subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*). * Extends sentence with more detail. * Use ‘when’ in a sentence correctly = something has happened/ time has passed. * Use ‘if’ in a sentence correctly = might happen. * Use ‘because’ in a sentence correctly = give a reason. * Vary position of conjunction in a sentence. * Joins two clauses that make sense on their own. * Use ‘or’ in a sentence correctly = making a choice. * Use ‘and’ in a sentence correctly = additional related facts. * Use ‘but’ in a sentence correctly = problem or opposite. * Use expanded noun phrases to describe and specify (e.g. the blue butterfly). * **Know how the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command. * Understand a statement is a factual sentence. * Questions start with ‘What’, ‘Where’, ‘When’, ‘Why’ or ‘How’. * Understand that a question requires an answer. * Exclamations: start with ‘How’ or ‘What’; understand sentences include a verb; does not require an answer. * Command: instructional order to do something; starts with a verb – put, fetch, get. |
| **Punctuation** | * Use **capital letters, full stops, question marks and exclamation marks** to demarcate sentences. * Capital letters for names and to start sentences. * Consistently use capital letters for names throughout narrative. * Know and apply when a word does/ doesn’t have a capital letter (Where is your mum? Hey, Mum where is my coat? * Know and apply capital letters for proper nouns including place names. What is a proper noun? * Understand a sentence and select the appropriate punctuation mark (question, statement, command, exclamation). * Orally rehearse punctuation marks in sentences before writing. * Use **Commas** to separate items in a list. * When writing lists use commas to separate items instead of ‘and’. * Use ‘and’ to separate the last item. * Use commas between two adjectives (the bold, brave knight). * Use **Apostrophes** to mark where letters are missing in spelling (apostrophes for contracted forms) and to mark singular possession in nouns [e.g. *the girl’s name*] (possessive singular). * Use apostrophes for possessive nouns (Jake’s bag). * Use apostrophes for common nouns (girls’, girl’s). * Accurately place the apostrophe where letters are omitted (contractions – is not = isn’t) and to know which letter(s) are omitted. * Know exceptions for contractions e.g. will not goes to won’t. |
| **Composition: Evaluating and Editing** | * Make simple additions, revisions and corrections to their own writing by: (only required for Greater Depth) * Evaluating their writing with the teacher and other pupils. * 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 * Read sentences carefully to locate missing words. * Identify verb errors: simple and past progressive and make accurate changes. * Ensure the correct pronoun is used for gender e.g. Lucy = she, Ben = he, the football team = they. * Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). * Use word lists to compare spellings used. Identify errors and make accurate changes. * Read aloud what they have written with appropriate intonation to make the meaning clear. |
| **Grammar (Word Level)** | * Form **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman] * Form **adjectives** using **suffixes** such as –ful, –less (A list of suffixes can be found in the year 2 spelling section in NC English Appendix 1 below)   Expand noun phrases to describe and specify [for example, the blue butterfly]:   * Know what an adjective and noun is. * Put an adjective before the noun. * Specify detail – e.g. size, colour (the cold milk, the biggest chair). * Use the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs** * Know what an adverb is and what it describes. e.g. Beat the mixture quickly * Use adverbs in narratives (-ly only). |
| **Transcription: Spelling and Handwriting** | * Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. * Learn 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 * Spell common exception words. * Spell more words with contracted forms. * Distinguish between homophones and near-homophones. * Add suffixes to spell longer words, including *–*ment, *–*ness, *–*ful, *–*less*, –*ly. * Spell learning the possessive apostrophe (singular) [e.g. the girl’s book]. * Apply spelling rules and guidance, as listed in English Appendix 1 . * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * Form **lower-case letters** of the correct size relative to one another. * Letters to be formed with the correct clockwise / anticlockwise movement. * All ascenders the same length and height. * Body of the letters to be the same size. * 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. * All letters start on the line. * Write **capitals** of the correct size and orientation and relationship to one another and to lower-case letters. * Use **spacing** between words that reflects the size of the letters. * Write **digits** of the correct size and orientation. |

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| **Terminology for pupils** | noun, noun phrase  statement, question, exclamation, command  compound, suffix  adjective, adverb, verb  tense (past, present)  apostrophe, comma |

| **NC Spelling – work for year 2** |
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| **Revision of work from year 1** |
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As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

| **New work for year 2** |
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| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y |  | The letter j is never used for the /dʒ/ sound at the end of English words.  At the end of a word, the /dʒ/ sound is spelt –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels).  After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word.  In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u. | badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust |
| The /s/ sound spelt c before e, i and y |  |  | race, ice, cell, city, fancy |
| The /n/ sound spelt kn and (less often) gn at the beginning of words |  | The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago. | knock, know, knee, gnat, gnaw |
| The /r/ sound spelt wrat the beginning of words |  | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| The /l/ or /əl/ sound spelt –le at the end of words |  | The **–le** spelling is the most common spelling for this sound at the end of words. | table, apple, bottle, little, middle |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| The /l/ or /əl/ sound spelt –el at the end of words |  | The **–el** spelling is much less common than **–le**.  The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**. | camel, tunnel, squirrel, travel, towel, tinsel |
| The /l/ or /əl/ sound spelt –al at the end of words |  | Not many nouns end in –**al**, but many adjectives do. | metal, pedal, capital, hospital, animal |
| Words ending –il |  | There are not many of these words. | pencil, fossil, nostril |
| The /aɪ/ sound spelt –y at the end of words |  | This is by far the most common spelling for this sound at the end of words. | cry, fly, dry, try, reply, July |
| Adding –es to nouns and verbs ending in  –y |  | The **y** is changed to **i** before **–es** is added. | flies, tries, replies, copies, babies, carries |
| Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it |  | The **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*. | copied, copier, happier, happiest, cried, replied  …**but** copying, crying, replying |
| Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it |  | The **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**,  **–est**, **–y** or any other suffix beginning with a vowel letter is added. **Exception**: *being.* | hiking, hiked, hiker, nicer, nicest, shiny |
| Adding –ing, –ed,  –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter |  | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’).  **Exception**: The letter ‘x’ is never doubled: *mixing*, *mixed*, *boxer*, *sixes*. | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| The /ɔ:/ sound spelt a before l and ll |  | The **/**ɔ:**/** sound (‘or’) is usually spelt as **a** before **l** and **ll**. | all, ball, call, walk, talk, always |
| The /ʌ/ sound spelt o |  |  | other, mother, brother, nothing, Monday |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| The /i:/ sound spelt  –ey |  | The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.). | key, donkey, monkey, chimney, valley |
| The /ɒ/ sound spelt a after w and qu |  | **a** is the most common spelling for the **/**ɒ**/** (‘hot’) sound after **w** and **qu**. | want, watch, wander, quantity, squash |
| The /ɜ:/ sound spelt or after w |  | There are not many of these words. | word, work, worm, world, worth |
| The /ɔ:/ sound spelt ar after w |  | There are not many of these words. | war, warm, towards |
| The /ʒ/ sound spelt s |  |  | television, treasure, usual |
| The suffixes –ment,  –ness, –ful , –less and –ly |  | If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.  **Exceptions**:  (1) *argument*  (2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable. | enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily |
| Contractions |  | In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can’t* – *cannot*).  *It’s* means *it is* (e.g. *It’s* raining) or sometimes *it has* (e.g. *It’s* been raining), but *it’s* is never used for the possessive. | can’t, didn’t, hasn’t, couldn’t, it’s, I’ll |
| The possessive apostrophe (singular nouns) |  |  | Megan’s, Ravi’s, the girl’s, the child’s, the man’s |
| Words ending in –tion |  |  | station, fiction, motion, national, section |

| **Statutory requirements** |  | **Rules and guidance (non‑statutory)** | **Example words (non‑statutory)** |
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| Homophones and near-homophones |  | It is important to know the difference in meaning between homophones. | there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight |
| Common exception words |  | Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*.  *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**. | door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.  **Note:** ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’. |