



Every Moment Matters

Blended Learning Writing Pack

Year 2

This writing pack has been designed to fit in with our 'blended learning' approach.

The first page contains the writing targets that the children will be taught during the year. Where a target may need clarification, it has been highlighted in yellow and links to one of the pages that follow.

In the event of a child/group of children learning from home, this 'blended learning' pack can be used to support.

Year 2

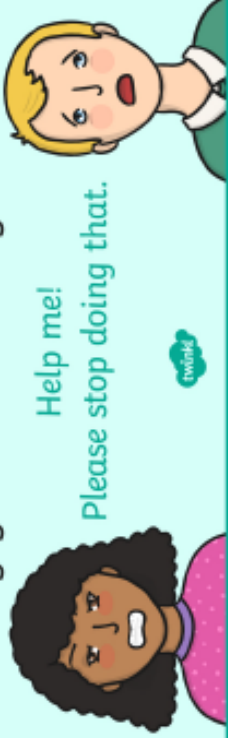
Transcription	1	Usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible [yestirday, exsighting, speshall]
	2	Distinguish between and usually correctly spell common homophones and near homophones, e.g. some/sum, blew/blue, knight/night.
	3	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [because, sugar, people]
	4	Beginning to correctly apply the suffixes '-ment', '-ness', '-ful', '-less', '-ly' to root words ending in a consonant (see left) and to exception words ending in '-y' [merriment, happiness, plentiful, penniless, happily]
Grammar, Punctuation and Vocabulary	5	Write sentences with different forms [statement, question, exclamation and command] across a range of writing.
	6	Write expanded noun phrases using descriptive language [the enchanted castle]
	7	Write the present and past tenses correctly and consistently including the progressive form ['-ing' verbs]
	8	Use subordinating conjunctions [when, if, because] and co-ordinating conjunctions [and, but, or]
	9	Show features of written Standard English.
	10	Use full stops correctly.
	11	Use capital letters correctly.
	12	Use exclamation marks and question marks correctly.
	13	Use commas for lists.
	14	Use apostrophes for contracted forms and the possessive.
Overall Text and Structure	15	Write narratives about personal experiences and those of others [real and fiction]
		Write about real events.
		Write poetry, narratives and recounts adapting style accordingly.
16	Independently, write down some ideas, key words and new vocabulary to improve their own writing [on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing]	
Presentation, Evaluation and Improvement	17	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
	18	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	19	Use spacing between words that reflects the size of the letters.
	20	Evaluate their writing with the teacher and other pupils against success criteria.
	21	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently [sitted to sat]
	22	Notice most of their own and others' spelling and punctuation errors quickly and knows how to correct them.
	23	Read aloud what they have written with appropriate intonation to make the meaning clear.
Exceeding Criteria (GDS):		
	24	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	25	Make simple additions, revisions and proof-reading corrections to their own writing
	26	Use the punctuation taught at key stage 1 mostly correctly
	27	Spell most common exception words
	28	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
	29	Use the diagonal and horizontal strokes needed to join some letters

How to...

5: Write sentences with different forms

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.



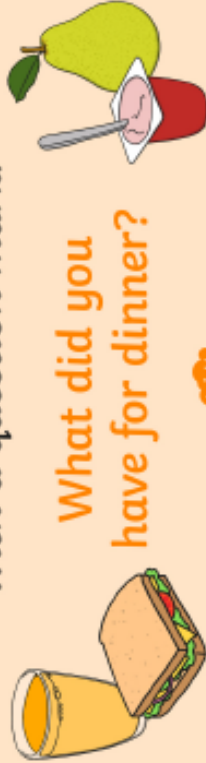
Help me!

Please stop doing that.



Questions

Questions are sentences that ask you something. They usually end with a question mark.



What did you have for dinner?



Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.



What a dangerous mountain to climb!



What amazing children they are!



How kind of him to do that!



Statements

Statements are sentences which tell you something.

They usually end with a full stop.

Rainbows have 7 colours.

They are beautiful to look at.



How to...

6: Write expanded noun phrases using descriptive language

Expanded Noun Phrase

An expanded noun phrase is a phrase made up of **a noun** and **at least one adjective**.
If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

lots of yummy, cold ice cream

Determiner

Used to introduce a noun to specify which one or how many; a/an, the, three, most.

Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

Noun

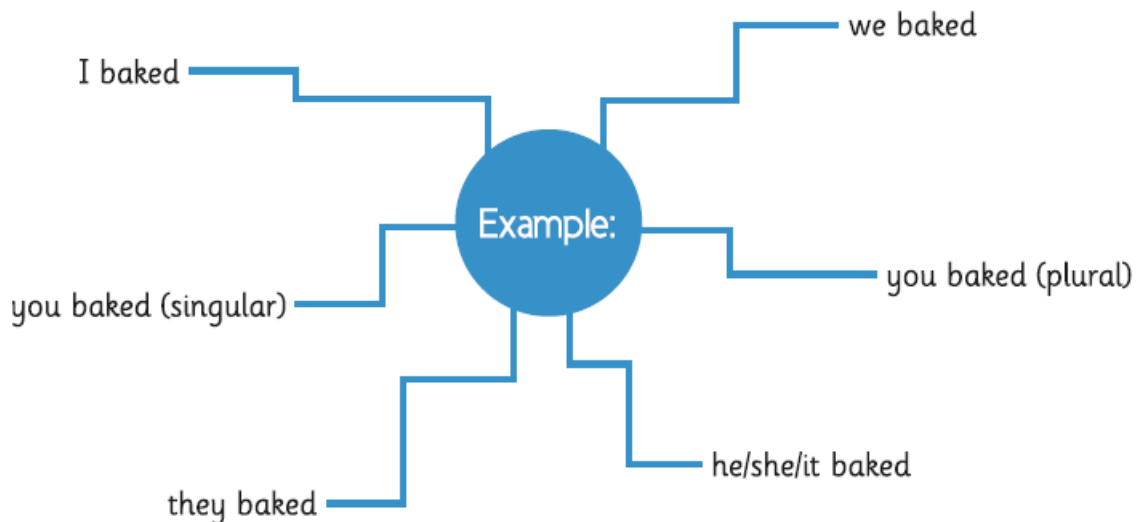
A person, object or animal; garage, Henry, leopard, sofa.

How to...

7: Write in the present and past tenses correctly and consistently, including using the progressive form

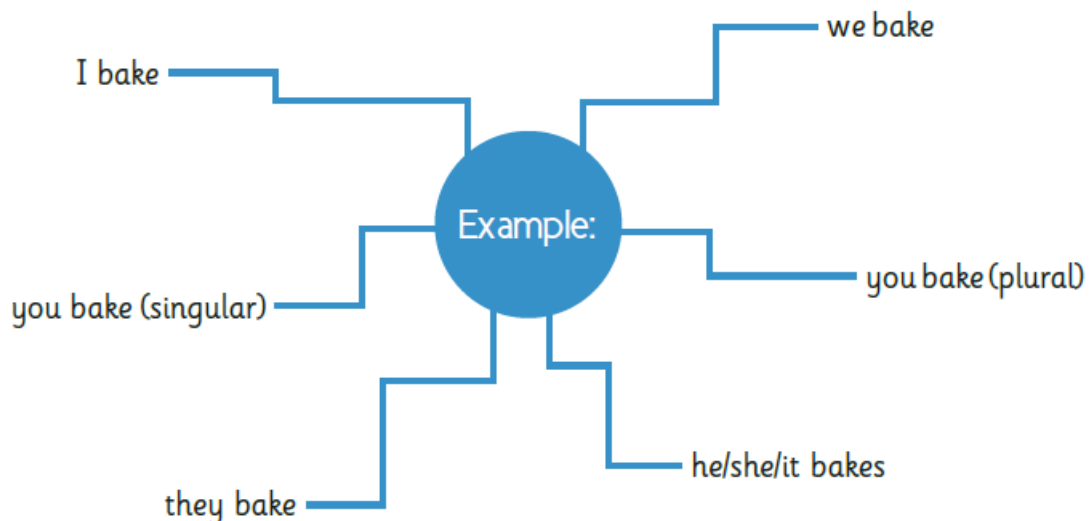
Simple Past

Simple Past is also known as Past Simple and describes events which happened at a specific time, but are now completed.



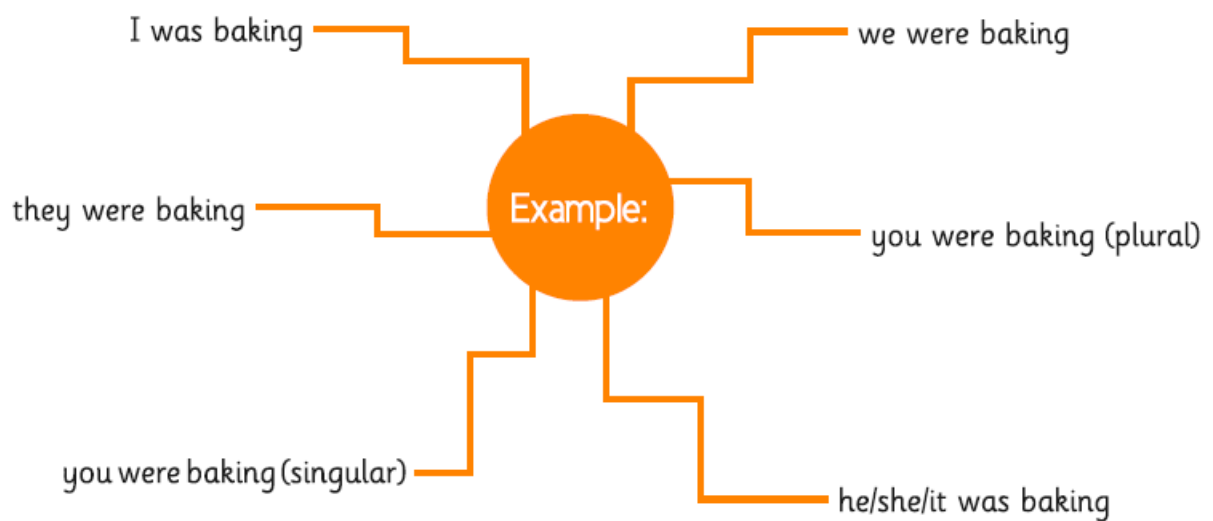
Simple Present

Simple present tense, also known as the present simple tense, describes events which happen often.



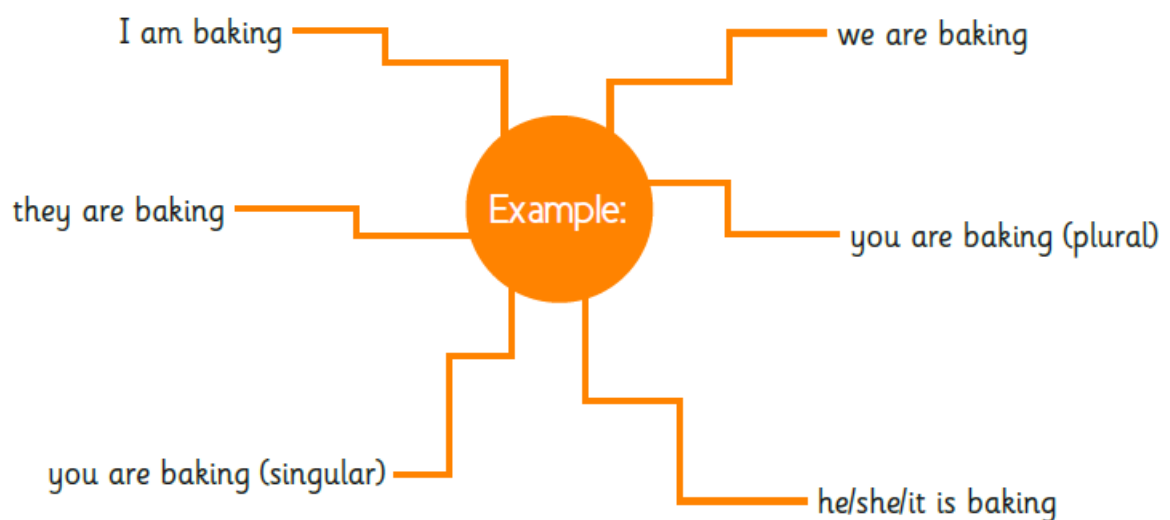
Past Continuous

Past Continuous is also known as Past Progressive and describes events which happened in the past, over a period of time.



Present Progressive

The present progressive tense, also known as present continuous tense, describes events which are happening right now in the present moment.

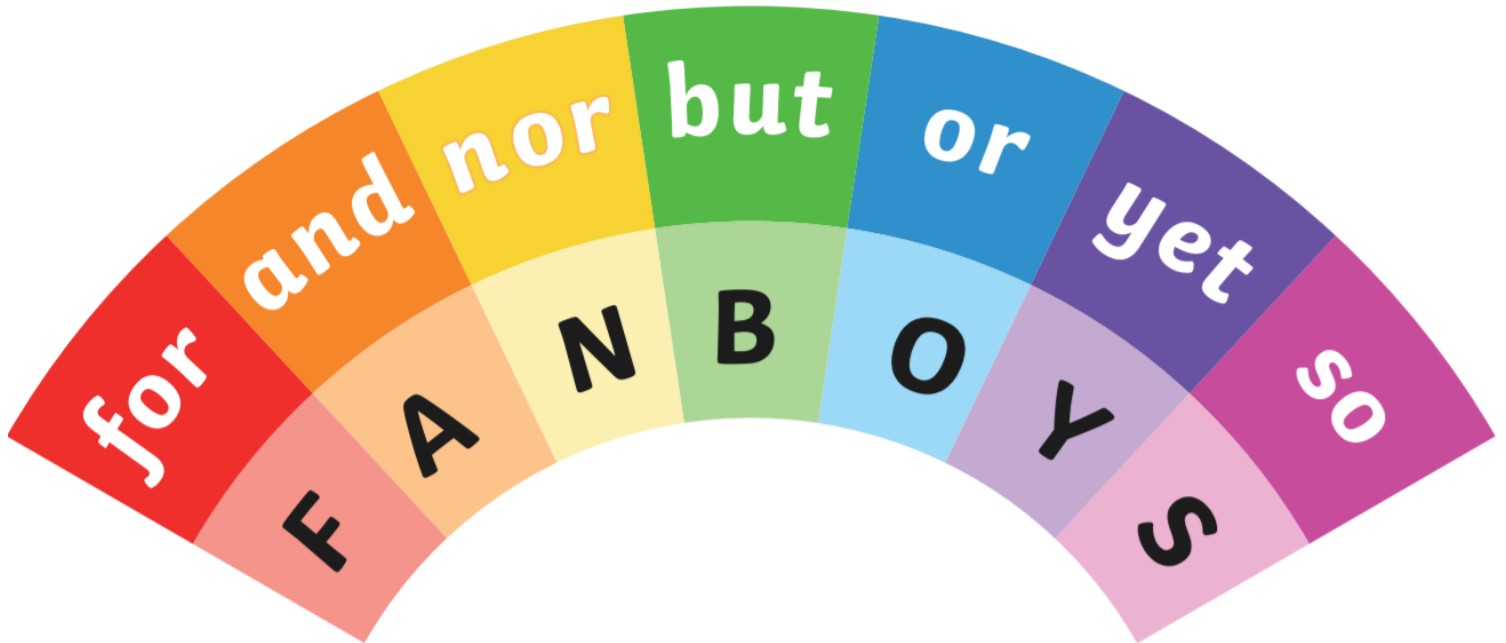


How to...

8: Use subordinating and co-ordinating conjunctions

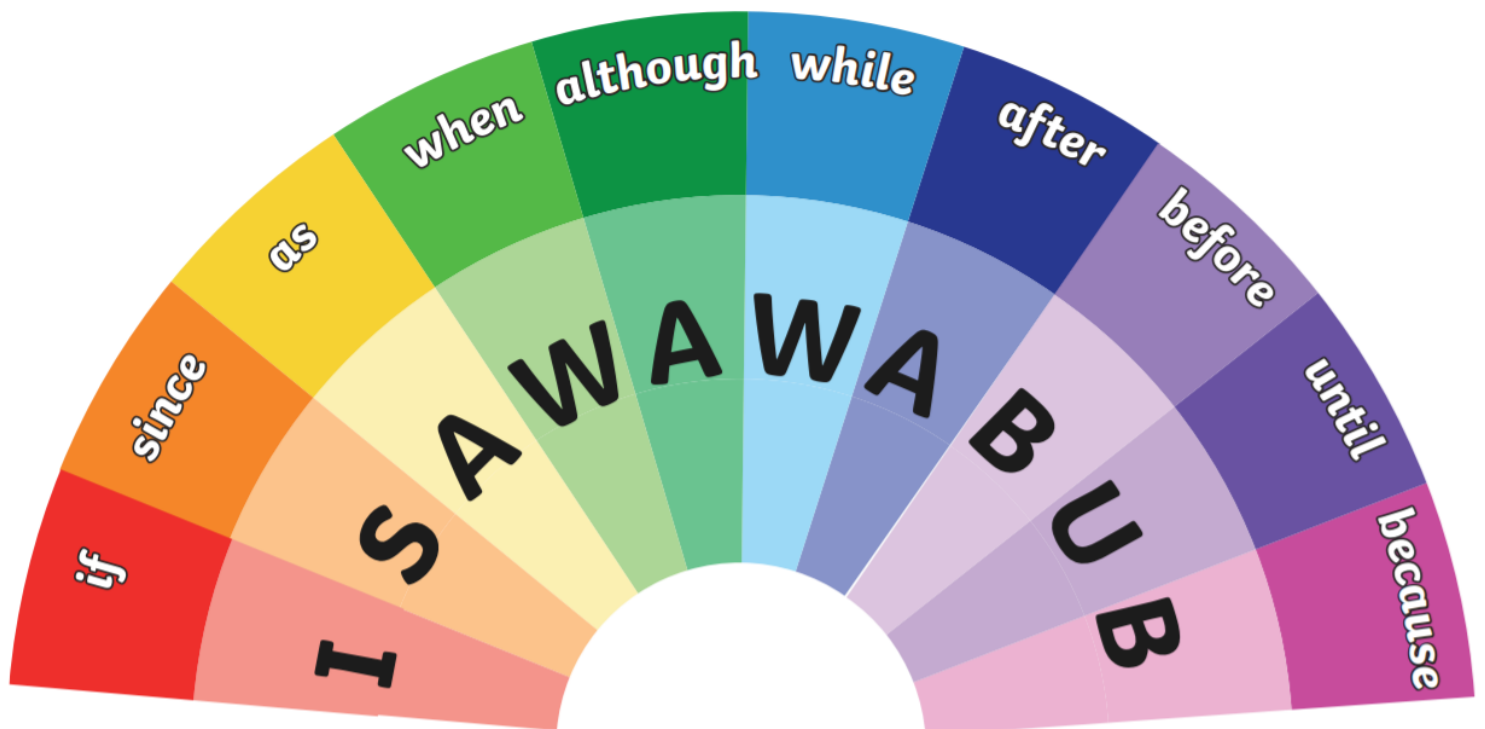
Co-ordinating conjunctions

Give equal importance to the words or sentences they connect.



Subordinating conjunctions

Used at the beginning of a subordinating clause which is a clause that would not make sense on its own.



How to...

9: Show features of written Standard English

Standard English is the variety of English which is used, with minor regional and national variations, throughout the world.

In Primary school, everyone should be able to use Standard English as needed in writing and in relatively formal speaking.

Non-Standard English: They ain't got nothing.

Standard English: They haven't got anything.

Non-Standard English: I love the player what scored.

Standard English: I love the player who scored.

Non-Standard English: We was there yesterday.

Standard English: We were there yesterday.

Non-Standard English: Pass me them books!

Standard English: Pass me those books!

Non-Standard English: I played good.

Standard English: I played well.

How to...

12: Use exclamation marks and question marks correctly

Exclamation Mark



To show that someone is exclaiming or shouting something.

For example:
I am so excited!

Question Mark



To show that someone is asking a question.

For example:
Do you have a pet dragon?

How to...

14: Use apostrophes for contracted forms and for the possessive

Apostrophe



don't

**Allows us to join two words together,
or to demonstrate possession.**

For example:

do not becomes don't.

**The dog that belongs to Ben becomes
Ben's dog.**

How to...

17 & 29: Use diagonal and horizontal strokes to join letters

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

How to...

27: Spell most common exception words

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Terminology

Word Type	Function	Example
noun	object	dog, pen, carrot
proper noun	person or place	Cornwall, James
adjective	describes a noun	beautiful, big, interesting
verb	action, state or occurrence	walk, dance, have, be
adverb	describes a verb	slowly, incredibly, never
preposition	links a noun to another word	down, into, under, near
conjunction	joins words, phrases or clauses	for, and, but, because, so

	Noun	Verb	Adjective	Adverb
Year 2	<p>Nouns name people, places, animals, things or ideas.</p> <p>They can be countable:</p> <p>The book is on the table.</p> <p>My brother had lots of ideas to share.</p> <p>Or non-countable:</p> <p>I bought some chocolate.</p> <p>She showed courage.</p>	<p>Verbs name an action that someone does, or a feeling or state.</p> <p>Past tense verb:</p> <p>The boy wrote a poem.</p> <p>Present tense verb:</p> <p>He likes chocolate.</p>	<p>Can be used before a noun to modify it:</p> <p>It was a yellow ball.</p> <p>Or after the verb 'be' as its complement:</p> <p>The film was brilliant.</p>	<p>Can modify a verb, an adjective, another adverb or even a whole clause:</p> <p>Tom started running quickly.</p> <p>The painting was really colourful.</p> <p>We don't eat meat very often.</p> <p>Fortunately, I wasn't late.</p>
Year 3	<p>Preposition</p> <p>Links a noun, pronoun or noun phrase to another word. Often a location, direction or relation of time:</p> <p>The dog ran to her.</p> <p>Put it in the box.</p> <p>I haven't seen him since yesterday.</p>	<p>Conjunction</p> <p>Links words or phrases.</p> <p>Co-ordinating conjunction - links equal words or phrases:</p> <p>Bring your bucket and spade.</p> <p>Subordinating conjunction - introduces a subordinate clause:</p> <p>He put on his coat because it was forecast to rain.</p>		