



Upper Key Stage 1 **YEAR 2** Writing and Grammar Objectives

Writing Transcription

Pupils should be taught to spell by:

- a) segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- b) 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
- c) learning to spell common exception words
- d) learning to spell more words with contracted forms
- e) learning the possessive apostrophe (singular) [for example, the girl's book]
- f) distinguishing between homophones and near-homophones
- ☐ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- ☐ apply spelling rules and guidance, as listed * Spelling List
- ☐ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting

Pupils should be taught to:

- a) form lower-case letters of the correct size relative to one another
- b) 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
- c) write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- d) use spacing between words that reflects the size of the letters

Writing Composition

Pupils should be taught to:

- ☐ **develop positive attitudes towards and stamina for writing by:**
 - a) writing narratives about personal experiences and those of others (real and fictional)
 - b) writing about real events
 - c) writing poetry
 - d) writing for different purposes
- ☐ **consider what they are going to write before beginning by:**
 - e) planning or saying out loud what they are going to write about
 - f) writing down ideas and/or key words, including new vocabulary
 - g) encapsulating what they want to say, sentence by sentence
- ☐ **make simple additions, revisions and corrections to their own writing by:**
 - h) evaluating their writing with the teacher and other pupils
 - i) 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
 - j) proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- ☐ **read aloud what they have written with appropriate intonation to make the meaning clear**

Writing Composition: Writing, vocabulary, grammar and punctuation

Pupils should be taught to:

- ☐ **develop their understanding of the concepts**
 - a) learning how to use both familiar and new punctuation correctly , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- ☐ **learn how to use:**
 - b) sentences with different forms: statement, question, exclamation, command
 - c) expanded noun phrases to describe and specify [for example, the blue butterfly]
 - d) the present and past tenses correctly and consistently including the progressive form
 - e) subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



WORD Year 2	SENTENCE Year 2	TEXT Year 2	PUNCTUATION Year 2
<ul style="list-style-type: none"> □ Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] □ Formation of adjectives using suffixes such as –ful, –less □ Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
<p>Terminology – Year 2</p> <ul style="list-style-type: none"> • Noun, noun phrase • Statement, question, exclamation, command • Compound, suffix • Adjective, adverb, verb • Tense (past, present) • Apostrophe, comma 			

Year	GRAMMAR Objectives	Example	Terminology	
2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.	Sentence Capital letter Full stop Question mark Exclamation mark	
2	Use commas in making lists	The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.	comma	
2	Use adjectives to describe nouns	The wild tiger, the black bear and the swimming whale.	Noun Adjective	
2	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: When the tiger came to tea, he ate up all the food and drank up all the water. If another tiger comes to tea, we have some tins of tiger-food.	Conjunction	
2	Use and distinguish past and present text	In a story it is often past tense: The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap. In a description of something which is true now, it is present tense. My favourite colour is red. I like playing princesses and magic games best.	Verb Tense Past Present	
2	Use adjectival phrases to describe nouns	The tiger that came to tea was lovely and gentle.		
2	Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe	

