



Year Two *Writing Composition*

Knowledge, skills and understanding	Routines and resources
<p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and imagined) • writing about real events • writing poetry • writing for different purposes. 	<ul style="list-style-type: none"> • Reading and listening to whole books helps pupils to increase their vocabulary and grammatical knowledge. • Listen for connectives during read-aloud stories; big books; e-stories. • Draw out high quality vocabulary from shared texts. • Read a range of whole texts including picture books, class texts, big books, narrative poems. • Write from real life experience; describe real things. • Provide an enticing, well-stocked reading environment or area. • Explore use of working walls; writing journals or logs; access to dictionary and thesauruses; key vocabulary and word banks.
<p>Consider what they are going to write about before beginning by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words • encapsulating what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> • Develop speaking and listening e.g. through oral retelling of known stories, inserting simple connectives, perhaps using hand gestures. • Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re-reading to check the meaning is clear. • Drama and role-play can contribute to quality of writing by encouraging pupils to develop and order their ideas through playing roles and improvising scenes in various settings. • Provide dressing up boxes; hats and props; make links to other curriculum subjects e.g. role-play connected to History topic.
<p>Make simple additions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with others • re-reading to check sense • re-reading to check tense of verbs • proof-reading to check for errors of spelling, grammar and punctuation. <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<ul style="list-style-type: none"> • Model all processes such as how to re-read to check for meaning; how to re-read to check appropriate use of tense. • Regularly proof read sentences during shared writing, to model how to edit and improve.



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Pupils should be taught to:

develop their understanding of grammar and punctuation by:

- learning how to use 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).

- Focus on correct construction of simple sentences, inserting a capital letter and full stop appropriately and sometimes independently.
- Use a string of capital letters for effect, e.g. SUDDENLY
- Introduce the apostrophe for a contracted form e.g. *don't*, *can't*, *haven't*; also to mark singular possession in nouns e.g. *the girl's name*.
- Practical activity: show and talk about 'Joanna's coat' or 'Daniel's pencil' to understand the meaning of possession, and to count the number of owners.
- Activity: write all the letters of the uncontracted word on squared paper (e.g. would not). Show how the contracted form (wouldn't) uses fewer squares. Practise with other words e.g. cannot - can't, did not - didn't.
- Use capital letters for proper nouns e.g. *Mrs Green*, *London*; *Emma*.
- Draw the link between describing words and adjectives; show that an adjective adds information about the noun e.g. *a red van*; *plain flour* (noun phrase).
- Model use of CL and FS during shared writing; have high expectations of correct use.
- Play sentence games including: jumbled sentences; finish my sentence; beginnings and endings; rainbow sentences.
- Role-play commands. Play Simon Says. Point out the verb.
- Find and highlight direct speech. Use speech bubbles to indicate spoken words. Model.

Learn how to use:

- sentences with different forms: statement, question, exclamation and command
- expanded nouns phrases to describe and specify [e.g. the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- appropriate grammar for Year 2 in English Appendix 2
- Some features of written Standard English.

Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.

- Consistently use present and past tense of verbs when speaking and writing e.g. *catch caught*; *go went*; *see saw*. Also use continuous forms of verbs to mark actions in progress e.g. *Sarah is skipping*, *Mum was shopping*.
- Play games and activities which reinforce tenses, e.g. I skip, I skipped, I will skip.
I go, I went, I will go.
- Include games which practise continuous forms of verbs e.g. I am going, I was going, I will be going.
- Use simple gender forms correctly e.g. *his her*; *she he*; *him her*.
- Identify where direct speech occurs in a text, and notice speech marks. Begin to use speech marks in own writing.
- In speech and writing, develop coordinating conjunctions: *and*, *or*, *but*, and subordinating conjunctions such as: *when*, *if*, *that*, *because*.
Teach explicitly correct subject/verb agreement e.g. *we did*, *they were* etc. Model correct usage.
- Try human sentences using pupils and large cards; drag and drop the conjunction into a whiteboard sentence.
- Clearly label classroom display to show proper nouns in context.
- Play games to describe things e.g. The Vicar's Cat is an... amiable cat, bossy cat, cute cat etc.
- Have fun with Animal Alliterations e.g. an amazing ant, a



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beautiful butterfly.

- Use drama and role-play to identify and practise use of formal and informal registers. Role play Standard English by speaking and acting as a 'duchess' or 'king'; adults model this process.