



CASTLETOWN PRIMARY SCHOOL



Writing – Year 2

Children will work towards achieving the following in their writing:

Sentence structure and punctuation	Text structure and organisation	Vocabulary	Planning and Drafting	Evaluating and Editing
<ol style="list-style-type: none"> 1. Vary sentences using subordination (when, if, that, because). 2. Vary sentences using co-ordination (<i>and, but, so, then</i>). 3. Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. 4. Use different types of sentences e.g. statement, command, question, exclamation e.g. Slice the bread, Stop! Don't run! 5. Capital letters, ? ! . usually used accurately 6. Apostrophes – some use of possession / omission e.g. <i>'Grandma's basket', 'the wolf's bus pass', 'It's mine!' said the bear.</i> 7. Expanded noun phrases to describe/specify e.g. <i>The dragon, 'The green dragon', 'The charming green dragon', 'a bird in its nest, 'the fire in the bakery'.</i> 8. Features of written Standard English evident in writing e.g. <i>'They seen the dog.'</i> rather than, <i>'He saw the dog'.</i> 9. Use commas to separate items in a list. 10. Use apostrophes to mark contracted form in spelling. 	<ol style="list-style-type: none"> 1. Consistent use of tenses. 2. Pupils' writing shows language and structural features of given text-type/genre e.g. <i>recounts, instructions, non-chronological reports and narrative.</i> 3. Pupils' writing shows an awareness of purpose, form and audience. 4. Basic sequencing of ideas e.g. <i>time related words or phrases, line-breaks, headings, numbers</i> 5. Opening / closing signalled e.g. <i>'Introduction/Development/Conclusion in non-fiction and Beginning, Middle and Ending in narrative.</i> 6. Related points next to each other. 7. Narrative includes setting, character and plot (Y2 examples of description to include setting and character) 	<ol style="list-style-type: none"> 1. Use adventurous and technical vocabulary in their writing e.g. <i>adjectives, verbs and adverbs in narrative e.g. the dragon trundled down the path and technical language in non-fiction e.g. the bakery, the forest canopy</i> 2. Use new vocabulary and patterned phrases from their reading / own wider experiences / discussions to help engage the reader 3. Use technical vocabulary e.g. the bakery, the forest canopy. 4. Take an interest in, enjoy and explore new vocabulary in order to support their writing. 5. Use expanded noun phrases to describe/specify e.g. <i>The green dragon, a bird in its nest, the fire in the bakery.</i> <p><i>Please note: vocabulary will also be enriched through regular phonic teaching. Please refer to your school's phonic scheme as well as Appendix 1 in the National Curriculum.</i></p>	<ol style="list-style-type: none"> 1. Planning and/or rehearsing out loud what they are going to write. 2. Encapsulate, sentence by sentence what they want to say. 3. Pupils plan with a clear purpose, audience and form. 4. Uses the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading, and discussion of different types of writing. 5. Develop a positive attitude towards and stamina for writing. 	<ol style="list-style-type: none"> 1. Re-read ensuring it makes sense and has the desired effect/provides pertinent information to the reader. 2. Evaluate the effective use of word choice, grammar and punctuation. 3. Make simple additions, revisions, corrections, following proof-reading and evaluation of writing. 4. Read aloud what they have written with appropriate intonation.