

# Writing in Year 2

## Text Types

- **To entertain:** Stories – familiar settings; from the same author; traditional stories. Poetry – patterns on a page; really looking; Silly Stuff.
- **To inform:** Recounts; letters; non-chronological reports; explanations; instructions.

## Text Features

- Time sequenced
- Differentiate between past and present tense to suit a purpose

## Grammar and Sentences

I can use specific nouns when needed (e.g. 'terrier' instead of 'dog')

I can consistently use first or third person.

I can use exclamation sentences where appropriate, e.g. *What big eyes you have, Grandma!*

I can write in a consistent tense.

I can use the progressive form of verbs, e.g. *Goldilocks was walking through the woods.*

I can use expanded noun phrases to describe and specify.

I can use 'wow' words in my writing, such as 'suddenly' or 'amazingly'.

I can organise writing by using words such as 'or', 'and' or 'but'.

I can use subordinating conjunctions such as 'when', 'if', 'that' or 'because', e.g. *Badgers can dig well because they have sharp claws.*

## Adverbials

First Then Next After Later

The next day...



## Conjunctions

and but so or when  
if because

## Punctuation

I can use the words comma and apostrophe to talk about my punctuation.

I can use commas in lists.

I can attempt to use inverted commas.

I can use question marks and exclamation marks appropriately.

I can use capital letters for names, people, places, days of the week and the pronoun 'I'

I can use apostrophes to mark contractions, e.g. *didn't*

## Spelling

I can use my phonics skills to narrow down accurate spelling.

I can spell common exception words.

I can spell the days of the week.

I can use the suffixes '-ment', '-ful', '-less' and '-ly'.

I can spell words in contracted forms, e.g. *can't, don't*

I can spell using the correct homophone, e.g. *their/there; hear/here*

## Composition

I can talk about and plan my writing before starting; writing down key words and ideas.

I can write always using sequenced sentences.

I can read my work and check that verbs are used correctly and that my writing flows.

I can read my work aloud, using intonation and expression so that everyone understands me.