



# **ROE GREEN INFANT & STRATHCONA SCHOOL**

**YEAR 2 WRITING WORKSHOP**

# **GOOD WRITERS...**

- **Enjoy writing**
- **Read widely, recognise good writing, understand what makes it good**
- **Know the key features of different genres and text types**
- **Learn writing skills from their reading**
- **Have 'something to say' (a purpose and audience)**
- **Know how to develop their ideas**
- **Can plan and prepare for writing**
- **Make informed choices about what they are writing**
- **Reflect upon, refine and improve their own work**
- **Respond to constructive criticism**

# NATIONAL CURRICULUM

Pupils should have extensive experience of listening to, sharing and discussing **a wide range of high-quality books** .... Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. **Such vocabulary can also feed into their writing.**

**...pupils begin to understand how written language can be structured**

...Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. **In due course, they will be able to draw on such grammar in their own writing.**

...Role-play can help pupils to identify with and explore characters and **to try out the language they have listened to.**

Pupils should understand, **through demonstration, the skills and processes essential to writing:** that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear

# NATIONAL CURRICULUM

## Writing

The programme of study for writing at key stage 1 is constructed of:

- **transcription (spelling and handwriting)**
- **composition (articulating ideas and structuring them in speech and writing)**

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

# WRITING - TRANSCRIPTION

## Spelling (see English Appendix 1)

Pupils should be taught to:

- **spell:**
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - 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
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - 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 in English Appendix 1**
- **write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**

# YEAR 2 COMMON EXCEPTION WORDS

## Year 2

door  
floor  
poor  
because  
find  
kind  
mind  
behind  
child  
children  
wild  
climb  
most  
only  
both  
old  
cold

gold  
hold  
told  
every  
great  
break  
steak  
pretty  
beautiful  
after  
fast  
last  
past  
father  
class  
grass  
pass

plant  
path  
bath  
hour  
move  
prove  
improve  
sure  
sugar  
eye  
could  
should  
would  
who  
whole  
any  
many

clothes  
busy  
people  
water  
again  
half  
money  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

# YEAR 2 SPELLING

- Words ending in -ge
- Words ending in -dge
- Spelling: c before e, i and y
- Words beginning with kn- and gn-
- Words beginning with wr-
- Words ending in -el
- Words ending in -al
- Words ending in -il
- Words ending in -y
- Adding -es to words ending in -y
- Adding -ed to words ending in -y
- Adding -er or -est to root words ending in -y
- Adding -ing to root words ending in -y
- Spelling words with al or all
- Adding the suffixes -ment, -ness, -ful, -less and -ly
- Words ending in -tion
- Homophones

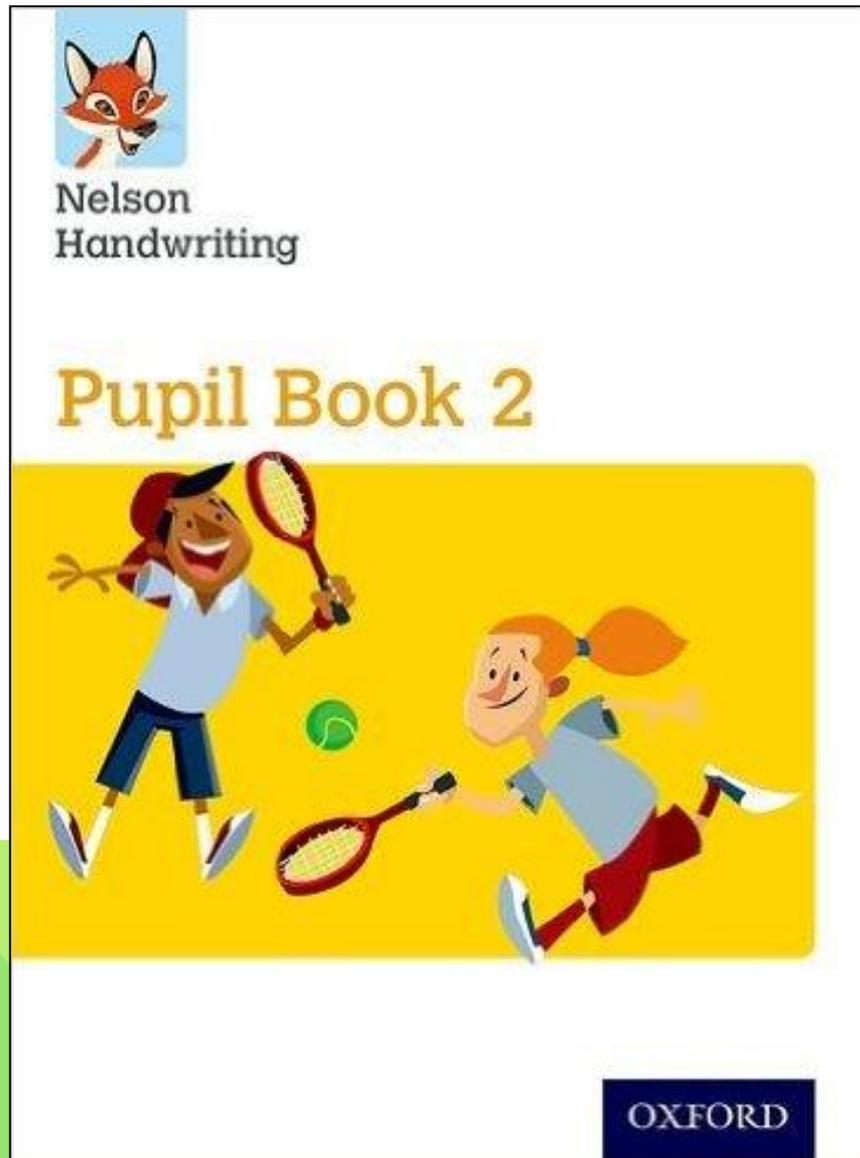
# WRITING - TRANSCRIPTION

## Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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 un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

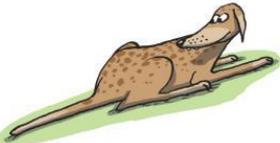
# THE NELSON HANDWRITING SCHEME – YEAR 2



# THE NELSON HANDWRITING SCHEME – YEAR 2

Copyrighted Material

**UNIT 1**

**ai** 

A tail as thin as a rail.

**Focus**

**A** Copy this pattern into your book.

*ai ai ai ai ai ai*

**B** Copy these letters into your book.

ai ai ai ai ai  
ay ay ay ay ay  
ey ey ey ey ey

Remember, join to the top of the next letter. 



**4** Practising joining to the top  
Copyrighted Material

Copyrighted Material

**Extra**

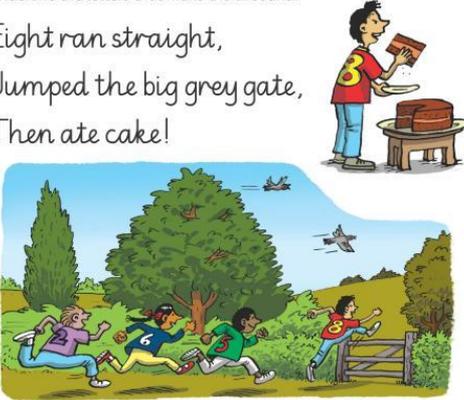
Copy these words into your book.

tail rail nail mail  
say day hay may

**Extension**

Copy the poem below into your book.  
Underline the letters that make the ai sound.

Eight ran straight,  
Jumped the big grey gate,  
Then ate cake!



**5**  
Copyrighted Material

Nelson Handwriting Pupil Book 2 provides practice of joins, with a focus on consistency and on the trickier letter formations and joins. Links are made to revising alternative graphemes of Letters and Sounds Phase 5 and to the National Curriculum for Spelling.

# WRITING - COMPOSITION

Pupils should be taught to:

- **develop positive attitudes towards and stamina for writing by:**
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- **consider what they are going to write before beginning by:**
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- **make simple additions, revisions and corrections to their own writing by:**
  - evaluating their writing with the teacher and other pupils
  - 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
  - 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.**

# HOW DO WE TEACH WRITING AT ROE GREEN INFANT & STRATHCONA SCHOOL?

## The Power of Reading

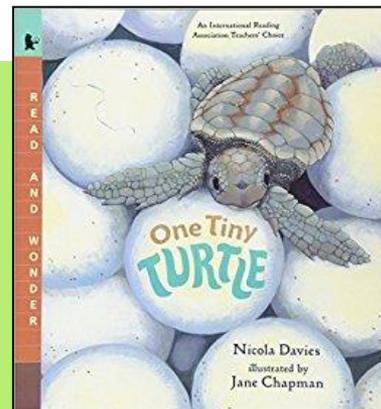
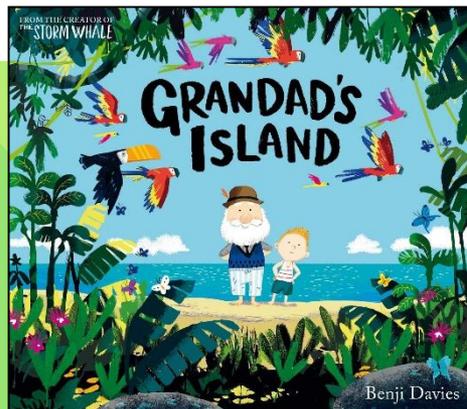
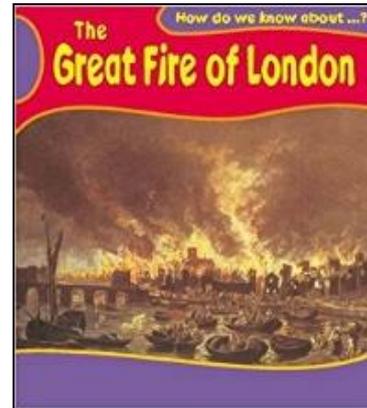
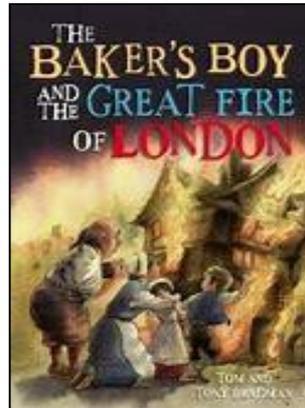
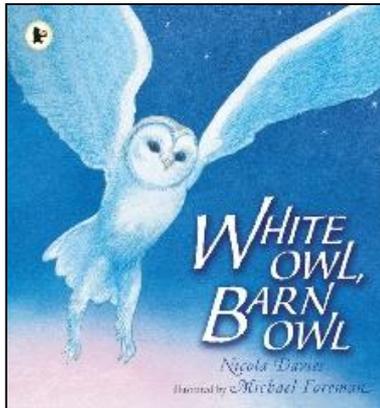
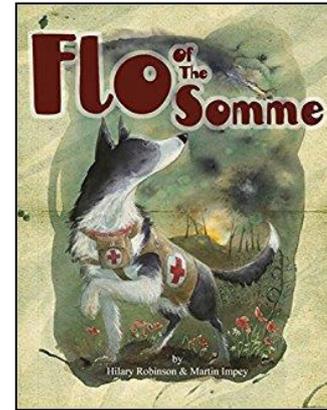
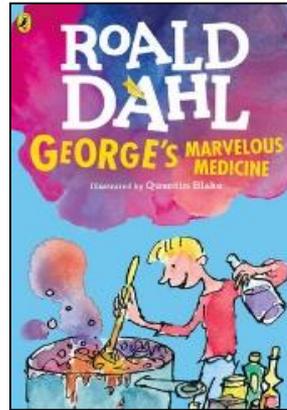
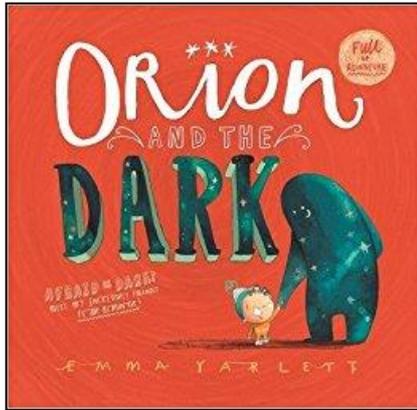
- The Power of Reading is about teaching English through using high quality books and creative teaching approaches (such as art and drama).
  - This approach aims to engage and motivate children in their English learning.
  - It also enables children to deepen their understanding of texts and provides a meaningful context for writing.
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# HOW ARE THE TEXTS USED?

- A quality text will be used as the basis for shared learning over several weeks.
- Children will explore the text through talk.

“You can’t become a good writer without knowing some good writing. Experienced writers do this ‘automatically’ - they have an internal voice telling them what to do. Inexperienced writers need to explore, learn and practise these skills through talk before they can apply them in their writing.” Pie Corbett
- Children will explore and discuss the text through creative activities e.g. art, drama, role-play etc.
- Specific writing outcomes
- Children will also write in a range of genres as part of the unit e.g. they might write a letter in role as a character or write a newspaper recount about the events in the text.

# YEAR 2 BOOKS (INCLUDING THOSE FROM THE POWER OF READING)



# DIFFERENT TYPES (GENRES) OF WRITING THE CHILDREN LEARN IN YEAR 2

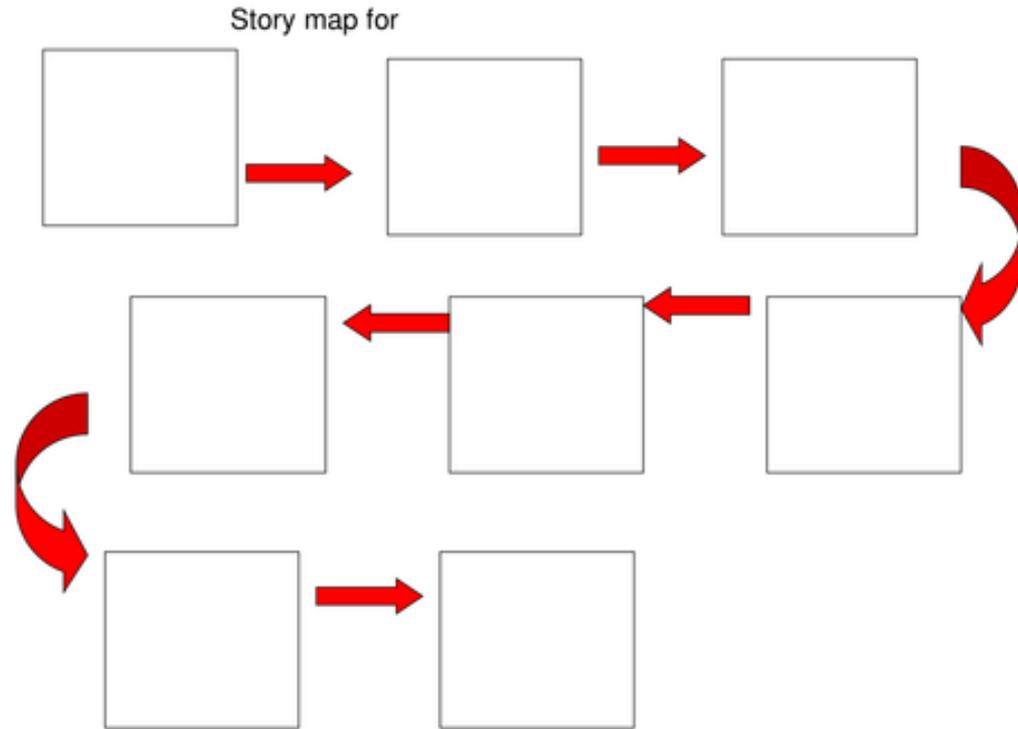
## Fiction

- Narrative (story writing)
- Poetry
- Diary writing
- Descriptions (character, setting etc.)

## Non Fiction

- Newspaper
- Recounts
- Persuasive
- Information
- Book Review
- Instructions
- Informal and formal letters/postcards

# STORY PLANNING STRATEGIES



To help children plan their story writing, they are introduced to Story Maps. This involves drawing pictures in sequence. When completed, children are then asked to verbally tell their stories a number of times before they then sit down and write them.



# STORY PLANNING STRATEGY

**1) The Beginning**  
Introduce the main characters and describe the setting. What will your first sentence be?

**2) The Build-Up**  
What things happen? What clues are there? What is said? How do you build up the excitement?

**3) The Problem**  
Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

**4) The Resolution**  
How are things going to be sorted out? Problems must be solved. Think about every step.

**5) The Ending**  
Does the story end with everyone happy? What have people learned? Have characters changed?

*Story Mountain Planner* Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Children will be asked to plan their own stories using mountains.** This helps them to think clearly about the plot and structure of their story, and how they plan to divide it into different **paragraphs**, before they start writing. It can also greatly improve the quality of their writing if they mimic the structure of a story they have read and enjoyed.

**Children are expected to write in note form, rather than full sentences when completing a diagram like this.**

### 1) The Beginning

Introduce the main characters and describe the setting. What will your first sentence be?

Eric – woodcutter  
Kind – looks after his dad  
Tall, handsome, dark hair, deep brown eyes  
Lives in village in forest  
Forest - light twinkling through trees, birds twittering, leaves rustling.

### 2) The Build-Up

What things happen? What clues are there? What is said? How do you build up the excitement?

Villagers begin to hear noises at night  
Some trees have been burned down  
Villagers worried  
Describe feelings e.g. the hair stood up on the back of Eric's neck and a cold bead of sweat trickled down his back

### 3) The Problem

Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements

At night - Eric is sleeping.  
Suddenly hears shouting  
Rushes outside - sees a dragon swooping off  
King is inconsolable - his daughter Princess Hermione has been taken.  
Reward given of her hand in marriage for anyone who rescues her.

### 4) The Resolution

How are things going to be sorted out? Problems must be solved. Think about every step.

Eric takes his fathers sword  
Climbs up steep narrow path up to the dragon's lair- feels frightened but boldly battles on  
Cut's through prickly bushes etc. to get up there  
Fights the dragon and rescues the princess

### 5) The Ending

Does the story end with everyone happy? What have people learned? Have characters changed?

King delighted to see his daughter again  
He lets Eric marry Hermione  
Big party celebrations

# Story Mountain Planner

Name:

Date:

# WRITING – VOCABULARY, GRAMMAR & PUNCTUATION

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), 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:**
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, 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)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- **use and understand the grammatical terminology in English Appendix 2 in discussing their writing.**

# THE NELSON GRAMMAR SCHEME – YEAR 2



Nelson  
Grammar

## Pupil Book 2



OXFORD

Nelson Grammar enhances and embeds the essential grammar skills for Year 2. By using it, children will learn about **nouns, adjectives, verbs, adverbs, noun phrases, opposites, collective nouns, proper nouns, different types of sentences (statement, command, question, explanation), contractions, conjunctions (and, but, or), past and present tense, compound nouns, pronouns, comparative adjectives, possessive nouns, superlative adjectives, homophones, subordinate conjunctions, suffixes (ness, er, ing, ful, less), plurals, capital letters, full stops, question marks, exclamation marks, commas and apostrophes.** Having covered these exercises, Year 2 children should then be able to use grammar and punctuation they have learned independently and correctly in their own writing.

# HOW DO WE ASSESS CHILDREN'S WRITING?

## Assessment Without Levels

The language we use to assess pupils' writing is as follows:

**E = Emerging**

**D = Developing**

**S = Secure**

**M = Mastery**

Children's writing is assessed continuously throughout the year. At the end of each term, however, children are asked to do an independent piece of writing.

To be working at age related expectations (ARE), children should be achieving the following in their writing:

**Year 2 Emerging by the end of the Autumn term**

**Year 2 Developing by the end of the Spring term**

**Year 2 Secure or Mastery by the end of the Summer term** (in accordance to the Teacher Assessment Framework at the end of KS1 2018/19)

# 2018/19 TEACHER ASSESSMENT FRAMEWORK AT THE END OF KEY STAGE 1 - WRITING

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. *or* / *and* / *but*) and some subordination (e.g. *when* / *if* / *that* / *because*) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. *-ment*, *-ness*, *-ful*, *-less*, *-ly*)\*
- use the diagonal and horizontal strokes needed to join some letters.

# 2018/19 TEACHER ASSESSMENT FRAMEWORK AT THE END OF KEY STAGE 1 - WRITING

## WORKING AT THE EXPECTED STANDARD

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)

## WORKING AT GREATER DEPTH

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

## Magic carpet ride

First I saw a giant X box ~~with~~ when Mrs RXXXXX and Mrs TXXXXX weren't looking. Then I sneaked to get it at the top of a cupboard. When I lifted it up I thought I was going to ~~get~~ fall over. I felt as I was going to be in trouble but then ~~there~~ they didn't see me. When it was on the floor I looked in side but I couldn't find ~~any~~ anything at the top I was worried. I ~~discovered~~ discovered it was ~~at the~~ ~~bottom~~ something was at the bottom. It ~~was~~ was a carpet. I pulled it out and it was extraordinary, pretty, bright, beautiful and soft. I thought ~~it~~ <sup>it's</sup> was the best carpet ever. Suddenly I saw a black and white stick ~~at~~ and I looked closely because I wanted to see ~~what~~ what it was, and it was a word on the top of the lid. I thought it was an ~~ord~~ ordinary word! but it wasn't. It was part of the carpet so I think that it was a magic carpet. I discovered it was. I layed it out and sat on it. I was so ~~gr~~ ~~terred~~ ~~what~~ what was going to happen?

~~So~~ Soon I didn't know what to do or I didn't know the ~~magic~~ magic words or word. Do you know what to do? I thought very hard but I tried ~~very~~ ~~hard~~ every magic word that I know but it didn't work. At last I ~~to~~ thought of an ~~idea~~ idea. The

idea was think of a ~~random~~ ~~random~~ ~~was~~ ~~so~~ magic word. So I thought some and I came up with one... wind wind wind ~~to~~ stay where you are, I will fly up. A s time went on it worked. I was floating. Soon I ~~got~~ flew out quickly. I ~~held~~ held on tight. What a ~~gast~~ ~~day~~ ~~today~~ today!

Soon I landed in Egypt on the pyramid I was so scared. Next I went inside and then there was a baby lion but then I heard a noise. ~~X~~ So I quickly showed the baby lion the magic carpet. ~~X~~ Before I quickly went home and I said the magic ~~word~~ word. I thought I would keep ~~in~~ the baby lion. ~~So~~ ~~So~~ Soon I got home. What a ~~stiring~~ ~~tiring~~ ~~day~~ ~~it~~ ~~was~~ ~~today~~ today!

## Key stage 1: GDS piece A - description

Context: following a reading of George's Marvellous Medicine, pupils were asked to write a description of the effects of the medicine on Mrs Twit.

It was 10 o'clock. This was the time for Mrs Twit's medicine. Mr Twit walked into the living room. There she was. In her armchair. Fed it to me now scolded the old, ugly hag. Mr Twit was smiling on the inside but not on the outside. How exciting it was! Would she go flying through the roof with a pig's tail? Would she run like a cheetah all the way to Spain and back? Well whatever happened it would be worth watching. "Where is my medicine?!" "I need it now!" so Mr Twit dipped the tea spoon into the bottle of magic medicine and shoved it into her mouth. Suddenly she started to shrink in her chair. As she was shrinking her skin started to turn green. Mrs Twit's eyes were starting to climb out of her head her nose was growing until they were the same length as her legs. Soon she was no longer an old woman but a frog! She tried to scream but instead of that it turned out to be a croak! She hopped out of her armchair onto the soft, fluffy carpet. Then there was a big croak! again. It looked as if fire was burning on her bottom! Then she took off like a rocket onto the moon! What next? thought Mr Twit. There was a loud bang! followed by a croak! as Mrs Twit the frog landed on her armchair once more.

# HOW TO HELP AT HOME

- **READ!!** Read with and to your child – all sorts of text, allowing the children to scan the text as you read.
- **Ask lots of questions and make predictions**
- **Extend their vocabulary**
- **Practise spelling homework and revisit it several weeks later**
- **Use Websites**
- **Reinforce our handwriting**
- **Encourage your child to write for pleasure (in sentences).**

# HOW TO HELP AT HOME

- **Take away their fear.**
- **Reassure and praise whenever possible.**
- **Let them see you writing – shopping lists, emails, perhaps even write them a story!**
- **Let them see you make mistakes with your writing! They need to understand that adults are not perfect writers! We have frameworks and starting points to help us too.**
- **Let your children draw and write for fun on their own.**



# What activities can you do at home?



- **Make it fun – get different coloured paper, pens, chalk, let them use the computer**
- **Write messages on funky post it notes or emails to each other**
- **Encourage them to keep a diary either for themselves or for their pet/ toy**
- **Write funny stories and letters to each other**
- **Regular writing to a relative or close family friend – there is nothing more magical than receiving a letter through the post**
- **Get them to make scrap books on holiday, write postcards, get a pen pal**
- **If they've seen a film they loved, they could write a recount of the film**
- **Write a letter/diary entry to their friend or teacher about what they have done over the weekend**
- **Do not focus on their spelling or handwriting too much (I know it's hard!)**



# Websites



- <http://www.magickeys.com/books/>
- [www.storybird.com](http://www.storybird.com)
- [www.literacytrust.org.uk](http://www.literacytrust.org.uk)
- [www.topmarks.co.uk/parents/readingtips.aspx](http://www.topmarks.co.uk/parents/readingtips.aspx)
- <http://www.bbc.co.uk/schools/magickey/index.shtml>

A copy of the National Curriculum (English) can be found at:

- [https://www.gov.uk/.../PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/.../PRIMARY_national_curriculum_-_English_220714.pdf)

Teacher Assessment Framework KS1 (2018/19)

- <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

KS1 Writing Exemplification Material (2018)

- <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

**Questions?**

