Writing End Points – Year 2

Component Knowledge

Y2: In addition to Y1 knowledge:	
Pupils know that:	**Pupils know how to:**
• A sentence can begin with *because, if, when* or can contain one of these words elsewhere. These are conjunctions, used to join two ideas together. • A written question ends with a question mark instead of a full stop. • Questions often begin with question words such as *who, what, where, when, how, has…* • An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion. • At its simplest, a noun is a word that identifies (names) a thing, a person or a place. • A noun or noun phrase is almost always preceded by a determiner. Determiners signal whether a noun is known or unknown, plural or singular, and possession. • At its simplest, an adjective describes a noun (or pronoun) — says something about it. • At its simplest, a verb is a doing, happening, or action word. An alternative verb can be chosen to give an action a modified meaning. • At its simplest, an adverb of manner says *how* something happens or happened. It usually ends with *ly*. An *ly* adverb can be used at the beginning of a sentence or elsewhere in the sentence.	In addition to the vital transcriptional aspects: • Write between 12 and 20 sentences in sequence. • Plan and write with a beginning, middle and end. • Write using a variety of simple and compound sentences, joined with simple conjunctions e.g. *and, then, but, or.* • Write sentences using *because, if, when.* • Use exclamation marks and question marks correctly. • Write questions beginning with *who, what, where, when, how, has…* • Improve a noun phrase by adding one or more adjectives and/or replacing/strengthening the noun with an alternative noun. • Select and use alternative verbs. • Use *ly* adverbs in association with verbs.

Composite Knowledge

Letter formation / Handwriting

Children know how to:

- sit correctly at a table, holding a pencil comfortably and correctly – BBC position.
- master the tripod grip of a pen/pencil.
- form lower case letters of the correct size, relative to one another.
- use spacing between words that reflects the size of the letters.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- begin to use the diagonal and horizontal strokes needed to join letters.

Transcription

- write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Planning, Drafting and Editing

Children know how to:

- write narratives about personal experiences and those of others (real and fictional).
- plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.
- sequence 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.
- read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.
- check for errors in spelling, grammar and punctuation with the help of an adult where necessary.

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Audience, Purpose and Structure

Children know how to:

- write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.
- read aloud what they have written with appropriate intonation to make the meaning clear.

Sentence Structure (Including punctuation and grammar)

Children know how to:

- use the present tense and the past tense mostly correctly and consistently.
- form sentences with different forms: statement, question, exclamation, command.
- use co-ordination (or/and/but).
- use some subordination (when/if/ that/because).
- use expanded noun phrases to describe and specify (e.g. the blue butterfly).

- **use the full range of punctuation taught at key stage 1 mostly correctly including:**

- capital letters, full stops, question marks and exclamation marks;
- commas to separate lists;
- apostrophes to mark singular possession and contractions.

Terminology

Recognise and use the terms:

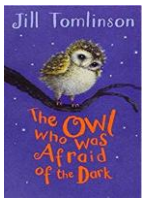
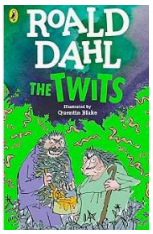
- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound
- Suffix
- Adjective
- Verb
- Adverb
- Present and past tense
- Apostrophe
- Comma

Phonic & Whole word spelling

- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- distinguish between homophones and near-homophones

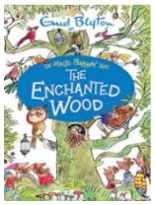
Writing End Points – Year 2

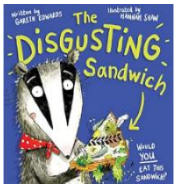
Other word building spelling
➢ learning the possessive apostrophe (singular) ➢ learn to spell more words with contracted forms ➢ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ➢ show awareness of silent letters in spelling e.g. knight, write ➢ use –le ending as the most common spelling for this sound at the end of words ➢ apply spelling rules and guidelines from **Appendix 1**

Contexts for writing (Genre & Purpose)		
Autumn 1 	**Spring 1** 	**Summer 1** 
Genre **Writing to entertain:** Character Description (Plop the owl) **Writing to inform:** Recount (YWP Trip)	**Genre** **Writing to entertain:** Character Description (New character with a new magic power) **Writing to inform:** Recount (Linked to the Gregg Family)	**Genre** **Writing to entertain:** Character Description (A new disgusting character) **Writing to inform:** Recount (NCMM Trip)
Context *The Owl Who Was Afraid of the Dark* is an excellent text for a character description unit because Plop's fear is one that many children can recognise and relate to. The accessible language and repeated story pattern make the text easy for children to follow, while also providing opportunities to explore how Plop looks, behaves, feels and changes throughout the story.	**Context** *The Magic Finger* by Roald Dahl is a great choice for a Year 2 character description unit because the characters are memorable and have clear personalities, behaviours and emotions that children can easily identify and describe. The simple, engaging story gives children opportunities to explore characters' appearance, actions, feelings and traits while developing vocabulary for their own character descriptions	**Context** *The Twits* is a humorous and engaging story that will capture children's interest while providing rich opportunities for a character description unit. Mr and Mrs Twit have very distinctive appearances, personalities and behaviours, making them memorable characters for children to describe. It also provides meaningful links to PSHE themes such as kindness, fairness, respect and treating others well**,**

Writing End Points – Year 2

Autumn 2





Genre

Writing to entertain-
Setting Description
(Enchanted Wood)

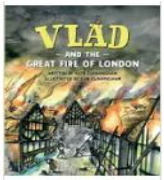
Writing to inform-
Recount
(Making a sandwich)

Context

The Enchanted Wood is an engaging story unit because of its magical setting, exciting adventures and imaginative characters provide children with plenty of inspiration for developing their own stories. The rich fantasy world encourages children to use their imagination and explore ideas such as magical places, unusual characters, problems and exciting adventures. It also covers themes of friendship, kindness, courage and teamwork

Humour keeps children interested in The Disgusting Sandwich. Repeated language and a simple sequence of events help children understand the story and make predictions.

Spring 2





Genre

Writing to entertain: 3-part story
(The Great Fire of London)

Writing to inform:
Recount
(Diary from the viewpoint of Toby)

Context

Vlad and the Great Fire of London is a good choice for a story unit because it links closely to the Year 2 history topic of the Great Fire of London**.** It also gives children opportunities to explore characters, settings, problems and events**,** and use these ideas when creating their own stories. The book introduces useful vocabulary linked to the past and helps children compare life in 1666 with life today**.**

Toby and the Great Fire of London also helps children to revisit previous learning through the eyes of a child and will consolidate the children's previous half term's history learning.

Summer 2



Genre

Writing to entertain: Story
(alternative ending/new scene)

Writing to inform:
Recount
(Diary from the viewpoint of a miner)

Context

Gentle George has clear characters, settings, problems and events that children can explore. It teaches children about bravery, friendship and kindness**,** while showing how characters can overcome challenges. The story also links to local and British history**,** making it especially relevant for children in Yorkshire.

The story of Traction Man celebrates imagination and creative play. Its humour and adventures make reading fun and engaging for young children. *Traction Man* is a great choice for a Year 2 story unit because its exciting adventures, imaginative characters and clear story structure inspire children to create their own heroes, settings, problems and adventures.