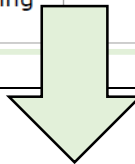


Writing End Points – Year 2

Y2: In addition to Y1 knowledge:		Component Knowledge
Pupils know that:	Pupils know how to:	
<ul style="list-style-type: none"> • A sentence can begin with <i>because, if, when</i> 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 <i>who, what, where, when, how, has...</i> • 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 <i>how</i> something happens or happened. It usually ends with <i>ly</i>. An <i>ly</i> adverb can be used at the beginning of a sentence or elsewhere in the sentence. 	<p>In addition to the vital transcriptional aspects:</p> <ul style="list-style-type: none"> • 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. <i>and, then, but, or</i>. • Write sentences using <i>because, if, when</i>. • Use exclamation marks and question marks correctly. • Write questions beginning with <i>who, what, where, when, how, has...</i> • 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 <i>ly</i> adverbs in association with verbs. 	<p><i>Phil Riozzi © February 2022</i></p>



Composite Knowledge
Letter formation / Handwriting
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ 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.
Planning, Drafting and Editing
<p>Children know how to:</p> <ul style="list-style-type: none"> ➤ 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.

Writing End Points – Year 2

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

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

Writing End Points – Year 2

- 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 (Purpose)

- **Writing to entertain:** Character Description
- **Writing to entertain:** Setting description
- **Writing to entertain:** Poem
- **Writing to entertain:** Story (3 part)
- **Writing to entertain:** Adventure story
- **Writing to inform:** Letter
- **Writing to inform:** Newspaper Report
- **Writing to inform:**
 - Recount (Trip)
- **Writing to inform:** Diary
- **Writing to inform:** Non-Chronological Report
- **Writing to inform:** Instructions