

## Writing - Year 2 Key Objectives (Statutory)

### Transcription – Spelling (see English Appendix 1)

- 1 Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- 2 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
- 3 Learn to spell common exception words
- 4 Learn to spell more words with contracted forms
- 5 Learn the possessive apostrophe (singular) (for example, the girl's book)
- 6 Distinguish between homophones and near-homophones
- 7 Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- 8 Apply spelling rules and guidance, as listed in [English Appendix 1](#)
- 9 Write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

### Handwriting

- 10 Form lower-case letters of the correct size relative to one another
- 11 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- 12 Use spacing between words that reflects the size of the letters

### Composition

- 13 Develop positive attitudes towards and stamina for writing
- 14 Write narratives about personal experiences and those of others (real and fictional)
- 15 Write about real events, poetry and write for different purposes
- 16 Consider what is going to be written before beginning by planning or saying it out loud
- 17 Write down ideas and/or key words, including new vocabulary
- 18 Make simple additions, revisions and corrections to own writing by evaluating it with the teacher and other pupils
- 19 Re-read writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- 20 Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- 21 Read aloud what has been written with appropriate intonation to make the meaning clear

### Vocabulary, grammar and punctuation (see English Appendix 2)

- 22 Develop understanding of the concepts set out in [English Appendix 2](#)
- 23 Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- 24 Learn how to use sentences with different forms: statement, question, exclamation, command
- 25 Use expanded noun phrases to describe and specify (for example, the blue butterfly)

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| 26 | Use the present and past tenses correctly and consistently including the progressive form                      |
| 27 | Use subordination ( <i>using</i> when, if, that, or because) and co-ordination ( <i>using</i> or, and, or but) |
| 28 | Use the grammar for year 2 in English Appendix 2   |
| 29 | Use and understand the grammatical terminology in English Appendix 2 in discussing written work                |

## Writing - Year 2 Key Objectives (Non-Statutory)

### Transcription – Spelling (see English Appendix 1)

- 1 Move towards more word-specific knowledge of spelling, including homophones. Segment spoken single-syllable and multi-syllabic words into phonemes and then represent all the phonemes by graphemes in the right order
- 2 Spelling of some words will be in a phonically plausible way, even if sometimes incorrect. Misspellings of words taught should be corrected
- 3 Apply knowledge of suffixes from word reading to spelling. Draw from and apply growing knowledge of word and spelling structure, as well as knowledge of root words

### Handwriting

- 4 Revise and practise correct letter formation frequently and write with a joined style, forming letters securely with the correct orientation

### Composition

- 5 Read and listen to whole books, not simply extracts, to increase vocabulary and grammatical knowledge, including knowledge of the vocabulary and grammar of Standard English
- 6 Read and listen to whole books, not simply extracts, to understand how different types of writing, including narratives, are structured
- 7 Drama and role-play can contribute to the quality of writing by providing opportunities to develop and order ideas through playing roles and improvising scenes in various settings

# English Appendix 1

## Spelling – new work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt – <b>dge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called ‘short’ vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as – <b>ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The ‘k’ and ‘g’ at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The – <b>le</b> spelling is the most common spelling for this sound at the end of words	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt –el at the end of words	The – <b>el</b> spelling is much less common than – <b>le</b> . The – <b>el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b>	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in – <b>al</b> , but many adjectives do	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words	pencil, fossil, nostril
The /ai/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before – <b>es</b> is added	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before – <b>ed</b> , – <b>er</b> and – <b>est</b> are added, but not before – <b>ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i>	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The – <b>e</b> at the end of the root word is dropped before – <b>ing</b> , – <b>ed</b> , – <b>er</b> , – <b>est</b> , – <b>y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i>	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i>	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b>	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of – <b>s</b> ( <i>donkeys, monkeys, etc.</i> )	key, donkey, monkey, chimney, valley

The /ɒ/ sound spelt a after w and qu	<b>a</b> is the most common spelling for the /ɒ/ ('hot') sound after <b>w</b> and <b>qu</b>	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past</i> , <i>last</i> , <i>fast</i> , <i>path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> . <i>Great</i> , <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, 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 - and/or others according to programme used. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'

## English Appendix 2

### Vocabulary, grammar and punctuation – work for year 2

Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page 57 in the year 2 spelling section in English Appendix 1) Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>
<b>Sentence</b>	<b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> ) Expanded <b>noun phrases</b> for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i> ) <b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (for example, <i>she is drumming, he was shouting</i> )
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i> )
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma