

Writing at Holymead Primary



How do we teach writing?

- Through stories – good quality literature
- Love of reading
- Getting to know a text and the vocabulary
- Writing for a range of purposes
- Writing linked with books e.g. diary writing, letter, descriptions
- Story maps and innovation
- Non-fiction e.g. horses, whales, recipes
- Poetry

Non-Negotiables and Targets

Year 2 Writing Targets

I can...

- Use full stops correctly

Use capital letters **ABC**



Write on the line

Form letters correctly



d b j i p



Copy words correctly

Finish my work during the lesson



Targets

Year 2 Writing Targets

My Next 3 English Targets



- I can use the conjunctions 'and' and 'because'.

- I can use adjectives to describe.

- _____

My Next 3 English Targets



- I can use the conjunctions 'but' and 'so'.

- I can use a comma in a list or between adjectives.

- _____

Grammar

- Past and present tense
- Coordinating conjunctions (or, and, but) to join sentences together
- Subordinating conjunctions (because, when, if)
- Identify verbs, nouns, adverbs and adjectives
- Know what a suffix is e.g. ing, ed, est, ness, ful, ly and can spell words with these in
- Identify words that are singular and plural
- Identify different sentence types (command, question, exclamation and statement)
- Use an expanded noun phrase to describe things e.g. the blue, delicate butterfly

Marking

Green highlighter

Things that went well = green

Spellings in pink

DART - Pink (once a week)

Black - annotations

Marking

LO: To use words with the suffixes such as -ly, -ful, -ness and -est.

The bear decided he wanted to go to the city. When the bear performed he felt so calm and relaxed. The bear followed the girl and her dad to the ^{city} ~~missed~~ the ^{happy} bear, beautiful ^{friendly} bear. The bear's dream of going to a concert. All the bears gathered at night and morid and afternoon every sikh day but a girl said do you want to go to a concert he decided I should go or it might be boring for me so I should say yes to the little girl and the dad or they might be sad I am ^{going} ~~going~~ to ^{create} ~~create~~ sing and ~~chuck~~ ^{chuck} so I should say yes.

⊕ Suffixes used well
~~going~~ going going going
~~dancer~~ dancer dancer

LO: To retell the story of 'The Bear and the Piano'.

One bright sunny day a bear saw a ^{very} ~~very~~ large, strange, sparkling gloominess piano and he came back just weeks ~~months~~ ^{months} days. After a while he ~~also~~ played the piano in front of the bears at sparkling, glomods calm music in front of the bears always gathered every night what was but beautiful nice calm music. Unfortunately a girl came up ^{with} her father and asked do you want to come with to a concert where you can do your ~~best~~ music. ^{unfortunately} ~~unfortunately~~ ^{with} ~~with~~ ^{with} ~~with~~

✓ ⊕ Words with suffixes used well.

Punctuation Expectations

- Capital letters and full stops
- Question marks and exclamation marks
- Capital letters for proper nouns
- Commas in a list
- Apostrophes

Spellings

- In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and polysyllabic words.

At this stage, children's spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words.

Common Exception Words

the	to	into
no	I	go

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me	we	be	he
she	was	you	they
all	are	my	her

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said	have	like
so	do	some
come	were	there
little	one	when
out	what	

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oh	their	people	Mr	Mrs
looked	called	asked	water	where
who	again	thought	through	mouse
work	many	laughed	because	different
any	eyes	friends	once	please

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Handwriting

- Use lead-ins when forming letters
- Join some letters using diagonal and horizontal strokes
- Use spaces between words that are a relative size to the letters
- Ensure that capital letters and lower case letters are of a relative size to one another

Editing

- We encourage the children to edit as they go.
- We also have editing sessions where they use a black pen.

Assessment

Assessed each term

Variety of pieces of work

Real pieces

Name: _____

Year 2 Writing Assessment

Class: _____

WTS	EXS	GDS
Write sentences that are sequenced to form a short narrative (real or fictional).	Write simple, coherent narratives about personal experiences and those of others (real or fictional).	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.
	Write about real events, recording these simply and clearly.	
Demarcate some sentences with capital letters and full stops.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Use the punctuation taught at key stage 1 mostly correctly - ? / ! / 'contraction / 'possession (singular) / lists / capital letters for people, places, days of the week and the personal pronoun 'I'.
	Use co-ordination (e.g. or / and / but).	
	Use some subordination (e.g. when / if / that / because) to join clauses.	
	Use present and past tense mostly correctly and consistently.	
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*.
Spell some common exception words*.	Spell many common <u>exception</u> words*.	Spell most 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.	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.	Use the diagonal and horizontal strokes needed to join some letters.

22/2/23

LO: To write a new story based upon the story of the 'The Bear and the Piano'.

One day a baby rabbit was hopping. When the rabbit saw something it had never seen before. What could this strange thing be? ^{click!} Shyly the rabbit flicked it and it made a 'click' noise. But the rabbit came back the next day and he came back for months and months and years and years and as soon as you know it he ~~got~~ was getting the hang of it. Because he practised and practised. Then one night a little girl was with her mother and they heard a 'click' 'click' and they saw the rabbit doing a dance. They ~~so~~ said to him that he should go to the city so ~~he can perform~~ and the girl said that they shoes were top shoes. Now the strong rabbit knew what they were he had to make a decision and so he decided to go to the city. When he got there he saw a busy looking city. He performed every night and he ~~got~~ to meet new people every day but one night something something triggered his heart it was his family and friends so he

sailed back home but when he got back home nobody was there and just then one of his friends and then ~~so~~ ran away and he found him and he found the top shoes ^{see} in a study shoe with all of his stuff.

✓ ⊕ LO

Good question used *

months months months months
shoes shoes shoes shoes

To do at home...

- Reading books and promoting a love of reading
- Practise spellings
- Applying spellings to sentences and discussing word meanings
- Practise CEWs (Spelling Bee words)
- Handwriting
- Editing
- Writing in real life: diaries, letters, cards, shopping lists, recipes etc.