

## **TELFORD INFANT SCHOOL LOVING LEARNING**

**Every child to be an inquisitive, resilient and successful learner who is eager for their next challenge.**

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# **Writing in Year 2**

## **November 2018**



# Aims of this session

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- To provide an insight into our approach to writing.
  - Reading
  - Grammar, punctuation and spelling
  - Handwriting
- To give ideas for supporting writing at home and keeping it fun.



# Reading

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- During year 2, the focus continues to be on establishing children's accurate and speedy word reading skills.
- Children should listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.
- The sooner children can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.



## Writing at the beginning of year 2

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- In writing, children should be able to compose individual sentences orally and then write them down.
- They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt.
- Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.



# GPS

## Grammar

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Children 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
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)



# GPS

## Grammar

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Children learn the terminology for:

- Noun, noun phrase
- Statement, question, exclamation, command
- Compound, suffix
- Adjective, noun, adverb, verb
- Tense (past, present)
- Apostrophe, comma



# GPS

## Punctuation

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- Full stops
- Capital letters
- Exclamation marks
- Question marks
- Commas for lists
- Apostrophes for contracted forms and the possessive (singular)



# GPS Spelling

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Children learn:

- To spell common exception words
- To spell more words with contracted forms
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly





# GPS Spelling

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It is important to recognise that children begin to meet extra challenges in terms of spelling during year 2.

- Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.



# GPS Spelling

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## Ways to support spelling:

- Look, cover, write, check
- Write sentence using that word



# Spelling – Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



# Handwriting

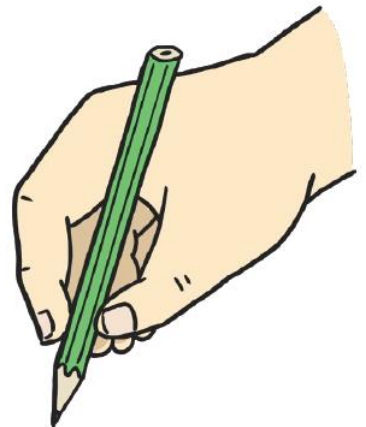
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National Curriculum

## ***Notes and guidance***

*Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which they are able to write down what they want to say. This, in turn, will support their composition and spelling.*

- Encourage your child to sit up straight and hold the pencil
  - Practise fine motor exercises





# Handwriting

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a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z



# Handwriting

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A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z



# How you can support at home

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- Encourage opportunities for writing, such as letters or cards to family or friends, shopping lists, notes or reminders, diaries, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.





# How you can support at home

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Remember that good readers  
become good writers!

- Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).







# Education City

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- Everyone has an individual log in.
- Lots of activities in all curriculum areas.