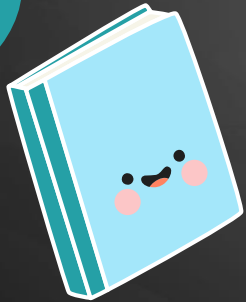


Year 2 Writing



Parent Information



Pathways to Write





Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">• Use subordination (because) and coordination (and)• Write expanded noun phrases to describe and specify• Use punctuation correctly – full stop, capital letters• Add suffixes to verbs where no change is needed to the root (Y1)	<ul style="list-style-type: none">• Write sentences with different forms: statement, question, exclamation, command• Use subordination (apply because, introduce when)• Use present and past tenses correctly and consistently (some progressive)• Read aloud with intonation• Use punctuation correctly - exclamation marks, question marks	<ul style="list-style-type: none">• Use phrases from story language• Create and describe characters• Create and describe settings• Use past tense consistently and correctly• Write in 3rd person• Sequence of events with beginning, middle and end

Developing a rich and varied vocabulary is a key skill which supports all areas of learning.

Vocabulary falls into different categories:

Tier 1 – Day to day vocabulary usually spoken in the simplest form e.g. bag, table, run, shop.

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently e.g. satchel, desk, sprint, grocery store. They can also be words which have more than one meaning.



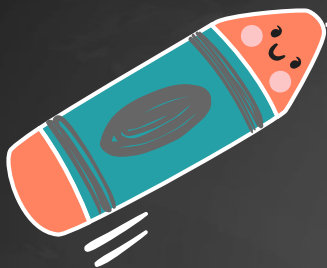
Tier 3 – These words are more technical and subject specific.



Vocabulary Development

overlook	telephone
perch	tulips
havoc	sank
troublesome	water lilies
advice	pond
consult	encyclopaedia
tragic	machine
lumbered	undercarriage
wreckage	engine
venture	fields

Year 1 and 2 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	

Year 2: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (<i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded noun phrases for description and specification <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i></p> <p>How the grammatical patterns in a sentence indicate a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)

Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Y2 Expected Grammar Mat

Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had *sharp* teeth.

Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

Past simple – the action took place in the past and is now finished.

I *walked* to my friend's house.

Past progressive – the action took place in the past over a period of time.

I *was walking* to my friend's house.

Present simple – the action takes place regularly.

I *walk* to my friend's house.

Present progressive – the action is taking place now.

I *am walking* to my friend's house.

Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence.

I like swimming *and* my brother likes football.

We might go to the cinema *or* we could go to the funfair.

I want to wear my sun hat, *but* it is raining.

Sentence types

Statement – tells the reader something.

Tigers have sharp teeth.

Command – tells you to do something.

Go and look at the tiger.

Question – gains further information by asking something.

Did you see the tiger at the zoo?

Exclamation – makes a statement but is usually said with a strong emotion such as anger or surprise.

What sharp teeth the tiger had!

Adverbs

Adverbs give you more information about a verb. They tell you where, why, how or when something happens or is done.

The dog *greedily* ate its dinner.

Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own).

We couldn't do PE today *because* it was raining.

When playtime was over, the teacher rang the bell.

Make sure you wear your coat *if* it gets too cold.

I was so hungry *that* I ate the whole cake.



Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception 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.

Y2

Achieving greater depth in your writing

Write for different purposes, using what you have read to help you choose exciting words and correct grammar in your writing.

Make sure that it is clear what you are writing! Is it a story, a report, a set of instructions? How does your reader know?

Use diagonal strokes to join some letters, e.g. a u n t o f

Working at greater depth

The pupil can, after discussion with the teacher:

- 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
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

exclamation marks



What a lot of toys you have!
How wonderful it is to see you!

commas to separate items in a list



I am wearing a white,
cotton t-shirt.

apostrophes for contractions and singular possession in nouns



the girl's name
the bird's wing

enjoyment
improvement
treatment
replacement
amazement

happiness
illness
quietness
sadness
closeness

helpful
thankful
cheerful
wonderful
colourful

fearless
speechless
hopeless
hopeless
painless

strangely
softly
loudly
bravely
firstly





Key Stage 1 National Curriculum Assessments

The SAT Assessments

At the end of Year 2, children will take assessments in:

- Reading
- Maths

All assessment are due to take place in May this year.

Reading

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.

Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

Reading: Sample Questions

Ranking/Ordering

- 7** Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Reading: Sample Questions

Matching/Labelling

Here is some more information about Africa.
Match each sentence to the correct heading in the booklet.
The first one has been done for you.

Creation stories describe
how and why the world was
made.

Introduction

Africa has deserts, forests
and mountain areas.

Clothes

Traditional African clothes
are made from local
materials.

Music and Dance

Some African people play
'talking drums'.

Story Time

Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer
and illustrator?



1 mark

Reading: Sample Questions

Find and Copy Questions

- 16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions

- 6 At the end of the story, Bella was happy. Why?



1 mark

Mathematics

Children will sit two tests: **Paper 1** and **Paper 2**:

- **Paper 1: Arithmetic** – lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** – lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Maths: Sample Questions

Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{}$



16

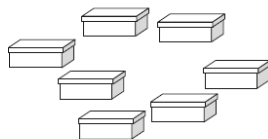
$12 \div 2 = \boxed{}$



Maths: Sample Questions

Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

Maths: Sample Questions

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins



2 marks

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time. Start with quarter hours.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.