

## Year 2 Writing Guidance

Please find below the Year 2 Teacher Assessment Framework for Writing for your information.

### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words correctly
- 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

### 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 conjunctions to extend sentences. – use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- segment spoken words and writing these down with the correct letters, 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.

### Working at greater depth

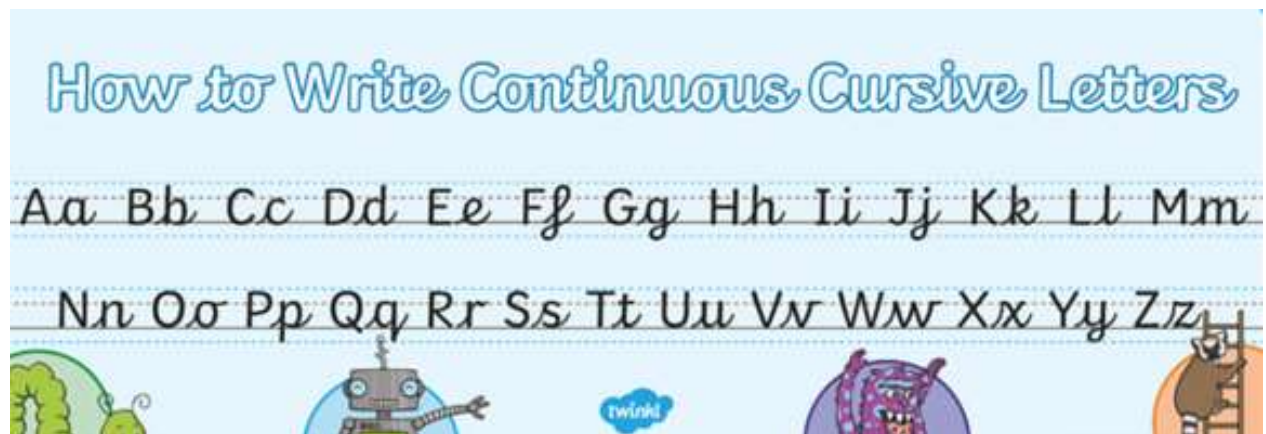
The pupil can, after discussion with the teacher:

- 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.

### Common Exception Words

Year 1 and 2 Common Exception Words						
Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

## Handwriting



### Types of sentences

**Statement** - statements are sentences that tell you something. They end with a full stop.

**Command** - commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry.

**Question** - questions are sentences that ask you something. They usually end with a question mark.

**Exclamation** - an exclamation is a sentence beginning with 'what' or 'how'. It ends with an exclamation mark.

### Writing Prompts -

Imagine a giant box is delivered to your front doorstep with your name on it. What's inside and what happens when you open it?

Write a short story about what it might be like if you woke up one morning with a mermaid tail.

Which is better, winter or summer? Write about the reasons why you think winter or summer is better.

If you could have any secret super power, what would you want it to be and why?

Write about a time you felt really happy. What happened? What made you feel happy?

If you were in charge of the whole world, what would you do to make the world a happier place?

Write a story about flying to outer space and discovering a new planet.

Rewrite the ending of your favourite fairy tale. For example, what would have happened if Cinderella never went to the ball?

Write a story using these three words: detective, piano, and pizza.

Other ideas to stimulate writing:

- Letter to their favourite character, favourite sportsman, the queen etc.
- Book review
- Film review
- Non-fiction information page
- Comic strip
- Poem