



Year 2 Writing Curriculum – South Failsworth Primary School

Vocabulary, Grammar and Punctuation	Composition	Sentence Construction
<ul style="list-style-type: none"> • Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). • Use sentences with different forms: statement, question, command, exclamation. • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use commas to separate items in a list. • Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> • Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> • Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> • Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> • Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> • Select, generate and effectively use verbs. • Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. • Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports). • Use present tense for non-chronological reports and persuasive adverts. • Select, generate and effectively use nouns. • Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> • Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football.</i> • Select, generate and effectively use adjectives. • Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). • Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> • Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i> • Select, generate and effectively use adverbs. • Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> <p style="text-align: center;">(Terminology for pupils)</p>	<p>Planning</p> <ul style="list-style-type: none"> • Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Write about real and fictional events. • Write simple poems based on models. • Make simple notes from non-fiction texts, e.g. highlighting and noting key words. • Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> • Edit and improve own writing in relation to audience and purpose. • Evaluate their writing with adults and peers. • Proofread to check for errors in spelling, grammar and punctuation. • Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop.</i> <p>Performing</p> <ul style="list-style-type: none"> • Read aloud their writing with intonation to make the meaning clear. 	<p>(Also see VGP)</p> <p>-‘ly’ starters e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p> <p>Vary openers to sentences e.g. -ed, -ing</p> <p>Embellished simple sentences using: adjectives e.g. <i>The boys peeped inside the dark cave.</i> adverbs e.g. <i>Tom ran quickly down the hill.</i></p> <p>Secure use of compound sentences (Coordination) using connectives: <i>and/ or / but / so</i> (coordinating conjunctions) BOYS sentences</p> <p>Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>Additional subordinating conjunctions: <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. While the animals were munching breakfast, two visitors arrived. <i>During the Autumn, when</i> the weather is cold, the leaves fall off the trees.</p> <p>Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p> <p>Expanded noun phrases e.g. <i>lots of people, plenty of food</i></p> <p>2A and 4A sentences List of 3 for description e.g. <i>He wore old shoes, a dark cloak and a red hat.</i> <i>African elephants have long trunks, curly tusks and large ears.</i></p>