

YEAR 2 WRITING OBJECTIVES ENGLISH NATIONAL CURRICULUM 2014		STATUTORY REQUIREMENTS	
Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<b>Spell by:</b>		<b>Develop positive attitudes towards and stamina for writing by:</b>	Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	form lower-case letters of the correct size relative to one another	writing narratives about personal experiences and those of others (real and fictional)	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
learning new ways of spelling phonemes for which one or more spellings are already known, and learn	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	writing about real events	<b>Learn how to use:</b>
some words with each spelling, including a few common homophones	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	writing poetry	sentences with different forms: statement, question, exclamation, command
learning to spell common exception words	use spacing between words that reflects the size of the letters.	writing for different purposes	expanded noun phrases to describe and specify [for example, the blue butterfly]
learning to spell more words with contracted forms e.g didn't		<b>Consider what they are going to write before beginning by:</b>	the present and past tenses correctly and consistently including the progressive form
learning the possessive apostrophe (singular) [for example, the girl's book]		planning or saying out loud what they are going to write about	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
distinguishing between homophones and near-homophones		writing down ideas and/or key words, including new vocabulary	the grammar for year 2 in English Appendix 2
add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly		encapsulating what they want to say, sentence by sentence	some features of written Standard English
apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>		Make simple additions, revisions and corrections to their own writing by:	use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		evaluating their writing with the teacher and other pupils	
		re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	
		proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	
		read aloud what they have written with appropriate intonation to make the meaning clear.	

