

## Writing Skills and Knowledge - Year 2 Long Term Plan

<b>Phonic and whole word spelling</b>	<p><b>Pupils should be taught to spell by:</b></p> <ul style="list-style-type: none"> <li>● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>● learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>● learning to spell common exception words</li> <li>● distinguishing between homophones and near-homophones</li> </ul>
<b>Spelling patterns and rules</b>	<p><b>Pupils should be taught to spell by:</b></p> <ul style="list-style-type: none"> <li>● learning the possessive apostrophe (singular)</li> <li>● learning to spell more words with contracted forms</li> <li>● add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>● apply spelling rules and guidelines from <i>Appendix 1</i></li> </ul>
<b>Transcription and application</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
<b>Handwriting</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● form lower-case letters of the correct size relative to one another</li> <li>● 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</li> <li>● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>● use spacing between words that reflects the size of the letters.</li> </ul>
<b>Opportunities for writing</b>	<p><b>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"> <li>● writing narratives about personal experiences and those of others (real and fictional)</li> <li>● writing about real events</li> <li>● writing poetry</li> <li>● writing for different purposes</li> </ul>
<b>Planning writing</b>	<p><b>Pupils should be taught to consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"> <li>● planning or saying out loud what they are going to write about</li> </ul>
<b>Drafting writing</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● writing down ideas and/or key words, including new vocabulary</li> <li>● encapsulating what they want to say, sentence by sentence</li> </ul>
<b>Editing writing</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● evaluating their writing with the teacher and other pupils</li> <li>● rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>● proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
<b>Performing writing</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<b>Vocabulary, grammar and punctuation</b>	<p><b>Pupils should be taught to develop their understanding of the concepts set out in <i>English Appendix 2</i> by:</b></p> <ul style="list-style-type: none"> <li>● 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)</li> </ul> <p><b>Pupils should be taught to learn how to use:</b></p> <ul style="list-style-type: none"> <li>● sentences with different forms: statement, question, exclamation, command</li> <li>● expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>● the present and past tenses correctly and consistently including the progressive form</li> <li>● subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>● the grammar for <i>year 2 in English Appendix 2</i></li> <li>● some features of written Standard English</li> <li>● use and understand the grammatical terminology in <i>English Appendix 2</i> in discussing their writing</li> </ul>
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
<b>Terminology for pupils</b>	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spell as ge and dge at the end of words, and sometimes spell as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelled <b>-dge</b> straight after the /æ/, /e/, /i/, /a/, /ɒ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelled as <b>-ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelled as g before e, i, and y. The /dʒ/ sound is always spelled as j before a, o and u.	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spell c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spell kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spell wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əɪ/ sound spell -le at the end of words	The <b>-le</b> spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/ses, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the <b>a</b> in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelled <b>ea</b> .	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. <b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spell -ey	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ə/ sound spell a after w and qu	<b>a</b> is the most common spelling for the /ə/ ('hə') sound after <b>w</b> and <b>qu</b> .	want, watch, wander, quantify, squash
The /ɜ:/ sound spell or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spell ar after w	There are not many of these words.	war, warm, towards
The /j/ sound spell s		television, treasure, usual
The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i>	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. <b>Exceptions:</b> (1) <i>argument</i> (2) root words ending in <i>-y</i> with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly  merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i> ). <i>It's</i> means <i>it is</i> (e.g. <i>It's raining</i> ) or sometimes <i>it has</i> (e.g. <i>It's been raining</i> ), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in <i>-tion</i>		station, fiction, motion, national, section

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i/ or /əɪ/ sound spell -el at the end of words	The <b>-el</b> spelling is much less common than <b>-le</b> . The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /i/ or /əɪ/ sound spell -al at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spell -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /e/, /i/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). <b>Exception:</b> The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, father, fastest, runner, runny
The /ɔ:/ sound spell a before l and ll	The /ɔ:/ sound ('or') is usually spelled as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spell o		other, mother, brother, nothing, Monday