



Year 2 Writing



By the end of year 2, your child should be able to:

- ❖ Write for a variety of purposes (both real and fictional) e.g. stories, letters, instructions, lists, recounts, information texts. Try to do a little bit of writing each day for different purposes for example write a letter to a friend or family member, write a diary entry about your day, write instructions on how to make something, write an imaginative story.
- ❖ Use capital letters (including capital letters for proper nouns e.g. names of people and places), finger spaces and full stops correctly.
- ❖ Use a range of appropriate punctuation e.g. question marks, exclamation marks, commas for lists, apostrophes for contractions (e.g. don't, it's, couldn't), possessive apostrophes (e.g. Sam's hat, Jim's dog, Lucy's hair)
- ❖ Identify and use different types of sentences:
 - **statements** (normal sentences that tell you something e.g. the lush, green grass waved slowly in the wind)
 - **questions** (sentences that ask something and ends with a question mark e.g. what is the time?)
 - **exclamations** (sentences that start with 'what' or 'how' and end with an exclamation mark e.g. how beautiful that flower is!)
 - **commands** (sentences that tell you to do something e.g. tidy your room).
- ❖ Use **conjunctions** to extend sentences e.g. *and, but, because, so, if, or, when, that.*
- ❖ Use past and present tense mostly correctly and consistently e.g. a recount of something that has already happened should be written in the past tense.
- ❖ Use a variety of vocabulary to add descriptive language e.g.
 - **adjectives** to describe a **noun** (golden coin, evil witch, shiny spoon),
 - **adverbs** to describe a **verb** (ran quickly, quietly whispered, waited patiently)
- ❖ Spell many common exception words correctly (see spelling document) and apply phonic knowledge and spelling rules to attempt to spell unfamiliar words.
- ❖ Proof read their own work to edit mistakes in spelling, punctuation and grammar or to improve their work e.g. adding an adjective to describe a noun they have used.

Children should be writing using **cursive handwriting**, remembering all the rules - start on the line with a lead in stroke, letters should be the same size and sit on the line (make sure tall letters are tall and letters with tails go below the line) and complete the word all in one go without taking the pencil off the paper, going back to cross t's and dot i's at the end of the word.

It is important to praise children for their successes and only pick out one or two things to improve on next time.