

## Year 2 Writing NC

NC Spelling <i>spell by:</i>	NC Handwriting	NC Writing - composition <i>Write sentences by:</i>	NC Writing - vocab, grammar, punctuation
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	develop positive attitudes towards and stamina for writing by: *Writing narratives about personal experiences and those of others (real and fictional) *Writing about real events *Writing poetry *Writing for different purposes	learning how to use both familiar and new punctuation correctly - including <i>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i>
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	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	consider what they are going to write before beginning by: *Planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary *Encapsulating what they want to say, sentence by sentence	learn how to use sentences with different forms: statement, question, exclamation, command
learning to spell common exception words	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	make simple additions, revisions and corrections to their own writing	expanded noun phrases to describe and specify [for example, the blue butterfly]
learning to spell more words with contracted forms	use spacing between words that reflects the size of the letters	evaluating their writing with the teacher and other pupils	the present and past tenses correctly and consistently, including the progressive form
learning the possessive apostrophe (singular) [for example, the girl's book]		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	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
distinguishing between homophones and near-homophones		proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	

add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly		read aloud what they have written with appropriate intonation to make the meaning clear	the grammar for year 2 in English appendix 2
apply spelling rules and guidance, as listed in English appendix 1			some features of written Standard English
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far			use and understand the grammatical terminology in English appendix 2 in discussing their writing

***Principles for writing a sentence to be used to lead into sentence writing and NC skills:***

Prior to sentence writing:

\*Hear and write individual phonemes    \*Hear and write phonemes in 3&4 letter words    \*Secure pencil grip

Principles of 'recording a sentence':

\*A complete idea (orally) – know how many words are in your sentence

\*A complete idea (scribed), by:

✓Words in order – know how many words are in your sentence    ✓Word building using phonics/tricky word knowledge

✓Finger spaces between each word    ✓Mark the sentence boundaries with punctuation

**Common exception words:** *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*

## NC Appendix 2 – Year 2

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

<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>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</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><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>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

## NC Spelling – Year 2

Statutory requirements
<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>
<p>The /s/ sound spelt c before e, i and y</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>
<p>The /r/ sound spelt wr at the beginning of words</p>
<p>The /l/ or /əl/ sound spelt –le at the end of words</p>

Statutory requirements
<p>The /l/ or /əl/ sound spelt –el at the end of words</p>
<p>The /l/ or /əl/ sound spelt –al at the end of words</p>
<p>Words ending –il</p>
<p>The /aɪ/ sound spelt –y at the end of words</p>
<p>Adding –es to nouns and verbs ending in –y</p>
<p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p>
<p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p>
<p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p>
<p>The /ɔ:/ sound spelt a before l and ll</p>
<p>The /ʌ/ sound spelt o</p>

Statutory requirements
<p>The /i:/ sound spelt –ey</p>
<p>The /ɒ/ sound spelt a after w and qu</p>
<p>The /ɜ:/ sound spelt or after w</p>
<p>The /ɔ:/ sound spelt ar after w</p>
<p>The /ɜ/ sound spelt s</p>
<p>The suffixes –ment, –ness, –ful, –less and –ly</p>
<p>Contractions</p>
<p>The possessive apostrophe (singular nouns)</p>
<p>Words ending in –tion</p>

Statutory requirements
<p>Homophones and near-homophones</p>