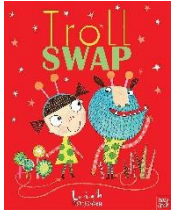
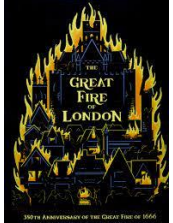
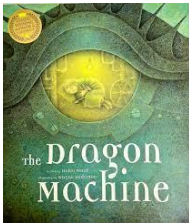
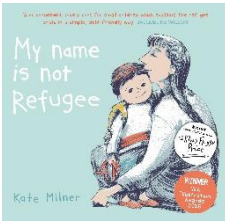
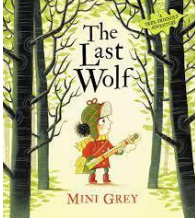
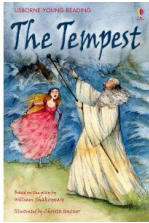


Year 2		Writing objectives are divided into ongoing objectives (objectives which will be taught throughout Year 2), and mastery objectives (objectives which will be specifically taught and mastered in one half term, then applied in subsequent writing units).				
Year 2 Ongoing Writing Objectives						
Ongoing Objectives	<ul style="list-style-type: none"> Plan, draft and orally rehearse writing using key words and imitated vocabulary (including story maps or boxed up plans), Write simple coherent narratives (from personal experience and those of others) selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader, Make phonetically plausible attempts to spell words, spelling many correctly, Accurately spell Year 2 common exception words, Develop a positive attitude and stamina for writing at length 					
Year 2 Mastery Writing Objectives						
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	 <p>Troll Swap by Leigh Hodgkinson Outcome: Fiction Write an Adventure Story</p>	 <p>The Great Fire of London by Emma Adams and James Weston Lewis Outcome: Non-fiction Write a fact sheet</p>	 <p>The Dragon Machine by Helen Ward Outcome: Write an adventure story with a change of character</p>	 <p>My Name is Not Refugee by Kate Milner Outcome: Fiction Recount</p>	 <p>The Last Wolf by Mini Grey Outcome: Letter</p>	 <p>The Tempest by Shakespeare Outcome: Fiction Retell an abridged and adapted version</p>
Outcomes & Genre	Outcome: Fiction Write an Adventure Story	Outcome: Non-fiction Write a fact sheet	Outcome: Write an adventure story with a change of character	Outcome: Fiction Recount Write a recount of events from a character's point of view.	Outcome: Letter Write a letter in role as a character persuading to save the trees.	Outcome: Fiction Retell an abridged and adapted version
Mastery Progression Overview	Use punctuation correctly – full stops, capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and)	Use co-ordination (but, or) Add -ly to turn adjectives into adverbs Use commas to separate items in a list	Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Use punctuation correctly - exclamation marks, question marks	Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce (so) that) Use present and past tenses correctly and consistently Use punctuation correctly – apostrophes for the possessive (singular)	Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms	Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g. -ment, -ful

Year 2 - Writing - Year Group Mastery Overviews

Handwriting Progression	<p>To begin form the ladder family letters in capital letters and lower case. (Cursive) l, l, u, t, y, j.</p> <p>To begin form the one arm robot family. Lower and capital letters. (Cursive) Letters n, m, h, k, b, p, r.</p> <p>To begin to form the curly caterpillar letter family. Lower and capital letters. (cursive) Letters c, a, d, e, s, g.</p>	<p>To begin to form horizontal joins.</p> <p>vo wo ru wa oc ro wn ve reoe</p>	<p>To begin to form diagonal joins.</p> <p>ar co di ei hu im ka li ma np ui</p>	<p>To begin to form words using the horizontal joins.</p> <p>To begin to form words using the diagonal joins.</p>	<p>To begin to write dictated sentences using the horizontal and vertical joins.</p>	<p>To begin to write dictated sentences using the horizontal and vertical joins.</p>
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Year Group Progression of Skills in Writing

Grammar (word)	<p>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</p> <p>Form adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes –er, –est in adjectives and use –ly in Standard English to turn adjectives into adverbs</p>
Grammar (sentence)	<p>Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>
Grammar (cohesion – tenses)	<p>Use present and past tenses correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>
Grammar (punctuation)	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>
Composition	<p>Develop positive attitudes towards and stamina for writing:</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p>Make simple additions, revisions and corrections:</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>

Year 2 Key Word Lists

Common Expectation Words	<p>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.</p>
High Frequency Words	<p>Water, bear, find, these, live, away, can’t, more, began, say, good, again, I’ll, boy, soon, want, cat, round, animals, night, over, long, tree, never, narrator, how, things, magic, next, small, did, new, shouted, first, car, man, after, us, work, couldn’t, going, wanted, other, lots, three, where, eat, food, need, head, would, everyone, fox, that’s, king, or, our, though, baby, town, took, two, way, fish, I’ve, school, has, been, gave, around, think, yes, stop, mouse, every, home, play, most, something, garden, who, take, red, bed, fast, didn’t, thought, door, may, only, ran, dog, right, still, many, know, well, sea, found, laughed</p>