



English Writing Year 2 Summer 2



Genre: Fiction - Shakespeare

I am learning to retell an abridged and adapted version of the story in the role of a narrator

Fiction writing includes:

- Use phrases from story language
- Describe characters
- Describe settings
- Sequence of events
- Section story into beginning, middle and end
- Use 3rd person consistently
- Use tenses appropriately

Letter Formation

Whoosh up then to the right. Zigzag down and back to the right!	Whoosh up then down into the valley. Zoom back up and across the top to finish your N.	Whoosh in, then down and back up. Down again, up and across at the top.	Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left, and you have an X!

Zz buzz buzzing jazz
 Vv very every even everybody
 Ww water who whole wild would
 Xx exit taxi extreme

NC Common Exception Words - Year 2		Developing Vocabulary	
last	could	flung	popgun
behind	eye(s)	supplies	stalking
path	find	lurk	bracken
door	wild	pounce	tree stump
child	plant	wander	doorknob
old		endless	land
		grazing	lynx
		awash	human
		nowadays	miles
		pickings	earth

Non Negotiables in Year 2 Writing Summer 1

- Add -er and -est to adjectives
- Some use of subordination (if, that)
- Use punctuation correctly (as taught so far including apostrophes for contracted forms)
- Use homophones and near homophones

New Grammar and Punctuation Knowledge

Add suffixes to spell longer words e.g. -ment, -ful.

What are suffixes?

A suffix is a group of letters added to the end of a word to modify it, change its meaning, and alter how it's used in a sentence.

Add -ment

The suffix -ment starts with a consonant. This means they can usually be added to a root word without making any changes.

e.g.
placement

Add -ful

The suffix -ful means 'full of' 'characterised by'
shameful
beautiful
careful

Use subordination (when, if, that or because and co-ordination or, and, but)

What is a subordinating conjunction?

A subordinating conjunction introduces a subordinate clause to add information to a sentence (the term 'subordinate clause' is introduced in Year 3). In Year 2, pupils are introduced to the subordinating conjunctions 'because', 'if', 'when' and 'that'. Other subordinating conjunctions are introduced in Year 3

New Grammar and Punctuation Knowledge

How do we use the subordinating conjunction 'if'?

The conjunction 'if' is used to add information to a sentence to show a possibility.

I will cook dinner if I don't have to wash up too!

Can I have a lift if it is raining?

How do we use the subordinating conjunction 'that'?

The conjunction 'that' is used to add information to a sentence to show a reason, cause or intention.

Dad was so tired that he could not think clearly.

Max was pleased that they wanted to come to his party.

How do we use the subordinating conjunction 'because'?

The conjunction 'because' is used to add information to a sentence to give an explanation.

We took an umbrella because it looked like it might rain.

He hides behind the tree because he doesn't want to be seen.

How do we use the subordinating conjunction 'when'?

The conjunction 'when' is used to add information to a sentence to indicate a time.

I loved riding a horse when I was young.

Mum had just sat down when the doorbell rang.

New Grammar and Punctuation Knowledge

What is a coordinating conjunction?

A coordinating conjunction is a conjunction that goes between, and links, words, phrases, clauses or sentences of equal importance.

In year 2 we use *and, but, or*

Coordinating conjunction examples

The walls were painted white *and* blue.

I enjoy geography *but* not RE.

My phone is either in my bag *or* on the table.

How do we use the co-ordinating conjunction 'but'?

The conjunction 'but' is used to join sentences that show contrast.

It was sunny. It was cold.

It was sunny but cold.

Maisie was young. She was very clever.

Maisie was young but she was very clever.

How do we use the co-ordinating conjunction 'or'?

The conjunction 'or' is used to join sentences that show different possibilities.

Max doesn't like tea.

He doesn't like coffee.

Max doesn't like tea or coffee.

Would you like to go to the park? Would you like to go bowling?

Would you like to go to the park or bowling?

New Grammar and Punctuation Knowledge

Use expanded noun phrases to describe and specify

What are noun phrases?

A noun phrase is a noun with words added before the noun. These words are called determiners (introduced in year 4).

noun *man*

noun phrase *the man / a man / this man etc*

We can expand noun phrases by adding more information before or after the noun.

These could be adjectives, other nouns or adding information after the noun (prepositional phrases, taught in year 3)

the old man

the giant man

the man with the walking stick

These are called expanded noun phrases.

What are adjectives?

Adjectives are words that modify a noun and usually come before the noun in a sentence. They add description or specification.

The old man sat down.

The adjectives 'old' describes the man.

'The old man' is an expanded noun phrase.

New Grammar and Punctuation Knowledge

Use present and past tenses correctly and consistently including the progressive form

What does 'tense' mean?

The tense shows when the actions happen in the sentence. The verb shows whether the sentence is written in the present tense (happens now), the past tense (happened in the past) or the future tense (will happen).

What is the simple past tense?

The simple past tense is used when writing about things that have happened in the past. Most verbs have the suffix -ed added to them to form the past tense. Some past tense verbs are irregular and don't follow this rule, for example teach and taught, go and went.

What is the simple present tense?

The simple present tense states things that are true or happening now. The simple present tense is formed by adding -s to the verb or using the root form of the verb. The verb ending in the suffix -ing can also indicate that the present tense is used (present progressive).

What is the progressive tense?

The progressive tense is used to show when an action or state is continuing to happen and can either be present or past. The verbs in this verb form end with the suffix -ing.

New Grammar and Punctuation Knowledge

What is the present progressive tense?

The present progressive tense (sometimes called the present continuous tense) is used to show things happening now that may continue for a longer period of time.

How is the present progressive tense formed?

It is formed using the verb is/are/am and the verb ending in the suffix -ing (present participle).

She is walking

The same sentence in the simple present tense would be:

She walks.

What is the past progressive form?

The past progressive is formed using the past tense of the auxiliary verb "be" (i.e., "was/were") along with the present participle ("ing" form) of a main verb (e.g., "I was thinking

How is it formed?

It is formed using the verb was/were and the verb ending in the suffix -ing (past participle).

I was

We were

They were