

Forest View Primary School Writing Targets Overview

Year 2

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling [ge, dge, c, kn, wr, le, el, al, il, y, o, ey].</p> <p>Spell by learning to spell common exception words [Year1/2 word list].</p> <p>Spell by learning to spell more words with contracted forms [can not/can't, I will, I'll].</p> <p>Spell by learning the singular possessive apostrophe [the girl's book].</p> <p>Spell by distinguishing between homophones and near-homophones [see/sea, quite/quiet].</p> <p>Add suffixes to spell longer words [ment, ness, ful, less, ly, er, est].</p> <p>Apply spelling rules and guidance when adding ed, ing, er, est. Change the y to an i, drop the e, double the consonant in short vowel sounds [copied, cried, hiking, nicer, patting, dropped].</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Write:</p> <ul style="list-style-type: none"> -narratives about personal experiences and those of others (real and fictional). -about real events. -poetry. -for different purposes. <p>Plan or say out loud what they are going to write about.</p> <p>Consider what they are going to write by:</p> <ul style="list-style-type: none"> -writing down ideas and/or key words, including new vocabulary. -encapsulating what they want to say, sentence by sentence. <p>Edit writing by:</p> <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils. -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Learn how to use full stops, capital letters, exclamation marks and question marks correctly.</p> <p>Learn how to use commas for lists [He bought crisps, sweets, orange juice and a sandwich].</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use expanded noun phrases to describe and specify [the blue butterfly].</p> <p>Learn how to use the present and past tenses correctly and consistently including the progressive form [she is drumming, he was shouting].</p> <p>Learn how to use subordination [when, if, that, because] and co-ordination [or, and, but].</p> <p>Learn how to use some features of written Standard English [I was... not I were...].</p> <p>Use and understand the grammatical terminology in English Y2 when discussing their writing [noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, past present, apostrophe, comma].</p>