Year 2 Writing Disciplinary Knowledge

	Year 2: Transcription		
	Autumn	**Spring**	**Summer**
Spelling	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to spell common exception words • distinguish between homophones and near-homophones **Add suffixes** • spell longer words using suffixes: -ly **Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Year 2 Spelling - 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 - the /s/ sound spelt c before e, i and y - the /n/ sound spelt kn and (less often) gn at the beginning of words - the /aɪ/ sound spelt –y at the end of words - adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it - the /ɔ:/ sound spelt a before l and ll **Write from memory simple sentences dictated by the teacher that include words taught so far**	• learn to spell common exception words • learn to spell words with contracted forms • learn the possessive apostrophe (singular) [for example, the girl's book] **Add suffixes** • spell longer words using suffixes: -ness **Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Year 2 Spelling - the /r/ sound spelt wr at the beginning of words - adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it - adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter - the /ʌ/ sound spelt o - the /i:/ sound spelt –ey - the /ɒ/ sound spelt a after w and qu - the /ɔ:/ sound spelt ar after w **Write from memory simple sentences dictated by the teacher that include words taught so far**	• learn to spell common exception words • learn to spell more words with contracted forms **Add suffixes** • spell longer words using suffixes: -ment, -ful, -less **Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Year 2 Spelling - the /l/ or /əl/ sound spelt –le at the end of words - the /l/ or /əl/ sound spelt –el at the end of words - the /l/ or /əl/ sound spelt –al at the end of words - words ending –il - adding –es to nouns and verbs ending in –y - the /ɜ:/ sound spelt or after w - the /ʒ/ sound spelt s - words ending in –tion **Write from memory simple sentences dictated by the teacher that include words taught so far**

Handwriting	• form lower-case letters of the correct size relative to one another • 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 **Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation**	• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters **Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation**	**Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation**

	Year 2: Composition		
	Autumn	**Spring**	**Summer**
Planning	• consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about	• consider what they are going to write before beginning by: - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence	
Drafting and writing	• writing narratives about personal experiences and those of others (fictional) • writing poetry	• writing narratives about personal experiences and those of others (real and fictional) • writing for different purposes • writing poetry	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing for different purposes
Editing and evaluating	• make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils	• make simple additions, revisions and corrections to their own writing by: - 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	• make simple additions, revisions and corrections to their own writing by: - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Presenting and performing		• read aloud what they have written with appropriate intonation to make the meaning clear	

	Year 2: Vocabulary, Punctuation and Spelling		
	Autumn	**Spring**	**Summer**
Word Structure	• use of the suffix –ly in Standard English to turn adjectives into adverbs	•	• use of the suffixes –er, –est in adjectives in Standard English to turn adjectives into adverbs • formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • formation of 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)
Sentence Structure	• co-ordination (using or, and, but) • subordination (using because) • expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	• how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • subordination (using because, when)	• subordination (using because, when, if, that)
Text Structure		• correct choice and consistent use of present tense and past tense throughout writing • use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	• apostrophes to mark where letters are missing in spelling
Punctuation	• use of capital letters, full stops to demarcate sentences • commas to separate items in a list	• use of question marks and exclamation marks to demarcate sentences • apostrophes to mark singular possession in nouns [for example, the girl's name]	