

Rosh Pinah Writing Curriculum Overview - Year 2

(adapted from the HfL overview for writing)

Sentence Structure and Punctuation

- I can demarcate most sentences with capital letters and full stop EXS
- I can use of question marks correctly when required EXS
- I can use exclamation marks correctly when required
- I can use commas for lists
- I can use the possessive (singular) *e.g. the girl's book*
- I can use some expanded noun phrases to describe and specify *e.g. the blue butterfly*
- I can use present and past tense mostly correctly and consistently EXS
- I can use
 - the present progressive form *e.g. he is running*
 - the past progressive form *e.g. he was running*
- I can use co-ordination *e.g. or, and, but* to join clauses EXS
- I can use some subordination *e.g. when, if, that, because* to join clauses EXS
- I can show some variation in sentence openings *i.e. not always opening with the subject*
- I can use appropriate adjectives and adverbs to give essential information *e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour'*
- I can independently monitor my own writing for sense by proofreading
- I can edit previously-taught aspects *e.g. spelling, punctuation, sentence structure*
- I can use the possessive (singular) *e.g. the girl's book*
- I can use the punctuation taught at KS1 mostly correctly GDS

Text Organisation

- I can plan or say out loud what I am going to write about
- I can re-tell, imitate or adapt familiar stories with events in sequence
- I can include
 - some dialogue and
 - formal story language

• I can plan and write my own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
• I can plan and write narratives based on models provided, developing structure beyond simple beginning, middle and end
• I can describe characters
• I can include some dialogue
• I can assemble information on a subject and uses texts read as a template for writing, using language appropriate to the text type
• I can write simple information texts incorporating labelled pictures and diagrams
• I can create an alphabetically ordered text
• I can re-read to check that my writing makes sense and that tenses are consistent
• I can evaluate my writing with my teacher and other pupils
• I can select appropriate words and phrases to describe details of first hand experiences and can justify my choices
• I can write my own calligrams
• I can write my own shape poems
<i>Effect On Audience</i>
• I can write simple, coherent narratives about personal experiences and those of others (real and fictional), after discussion with the teacher EXS
• I can write about real events, recording these simply and clearly EXS
• I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing GDS
• I can write stories in the style of a traditional tale, using typical settings, characters and events
• I can write familiar stories, about familiar characters including relevant details that sustain the reader/listener's interest
• I can use phrases drawn from story language to add interest <i>e.g. she couldn't believe her eyes</i>
• I can explore characters' feelings and situations in stories, using role play and oral rehearsal
• I can suggest viewpoints with brief comments or questions on actions or situations
• I can establish the basic purpose of a text <i>e.g. main features of story, report</i> and can use some features of the given form maintaining consistency in purpose and tense
• In poetry, I can experiment with alliteration to create humorous and surprising combinations
• In poetry, I can makes adventurous word choices to describe closely observed experiences

- I can make simple additions, revisions and proof-reading corrections to my own writing GDS

Transcription - Handwriting Across a Range of Texts

- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters EXS
- I can use spacing between words that reflects the size of the letters EXS
- I can use the diagonal and horizontal strokes needed to join letters some letters GDS
- I can start writing at the middle or top of letters and leave the end ready to join later e.g. with a flick, sometimes joining

Transcription – Spelling Across a Range of Texts

- I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and make phonically-plausible attempts at others EXS
- I can write more taught alternative graphemes for spelling phonemes, e.g. *ge/dge* as in *age huge ... and in badge, bridge*
- I can spell many common exception words EXS
- I can spell many of the common exception words for Y2 found on (page 59 NC Appendix 1) GDS
- I can spell some words with contracted forms e.g. *can't, didn't, hasn't, couldn't, it's, I'll*
- I can add suffixes to spell some words correctly in my writing, e.g. *-ment, -ness, -ful, -less, -ly* GDS
- I know the difference in meaning between taught homophones, e.g. *there/their*
- I know the difference in meaning between taught near-homophones e.g. *there/their/they're, quite/quiet*
- I can spell most words relating to the Y2 curriculum which have been taught (pages 56 – 58 of NC Appendix 1)
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs
- I can independently use reading to check and support spelling
- I am beginning to use simple dictionaries and with support, thesauruses

Uses the grammatical terminology to talk about their writing: noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma

Some of these aspects secure (up to 25%) = not yet A4. Refer to A0/1/2/3 sheet	Many of these aspects secure (25-60%, including 25-60% of bold statements) = A4	Most of these aspects secure (60-80%, including 60-80% of bold statements) = A5	Almost all of these aspects secure (80-100%, including 80-100% of bold statements) = A6	All aspects secure, now going 'deeper and broader' = A+
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