



Hillcross Primary School's  
Parent and Carer's guide

## The Year 2 Writer

Reading and listening to whole books helps your child to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. It also helps them to understand how different types of writing, including narratives, are structured. All this information can then be drawn on for their own writing.

Pupils should understand, through being shown, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check the meaning of their writing is clear.

### **Vocabulary, Grammar and Punctuation**

By the end of year 2, children should be able to:

- ✓ Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes
- ✓ Use sentences with different forms: statement, question, exclamation, command
- ✓ Use expanded noun phrases to describe and specify (e.g. the blue butterfly)
- ✓ Use the present and past tenses correctly
- ✓ Use subordination (using when, if, that or because) and co-ordination (using or, and, but)
- ✓ Use adjectives and adverbs to give important information e.g. 'plain flour' rather than just 'flour'
- ✓ Start sentences in different ways (not always opening with the subject)

### **Composition**

When planning, drafting and writing, year 2 children should be able to:

- ✓ Say out loud what they are going to write about before they write it
- ✓ Write down ideas and/or key words, including new vocabulary before beginning to write

When writing, children should be able to:

- ✓ Show they understand the basic purpose of a text (e.g. main features of a story, report)
- ✓ Use some features of different genres (e.g. list of three in persuasive writing)
- ✓ Remain focussed on the purpose and tense of their writing to ensure it is consistent
- ✓ Develop positive attitudes towards and stamina for writing by:
  - writing for different purposes
  - writing poetry
  - writing about real events
  - writing narratives about personal experiences and those of others (real and fictional)



When writing fiction, year 2 children should be able to:

- ✓ Plan and write their own stories with a logical sequence of events
- ✓ Use complete sentences grouped together to tell the different parts of the story
- ✓ Plan, write and structure narratives based on examples provided
- ✓ Describe character and include some dialogue (no expectation of speech punctuation)
- ✓ Re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue and story language
- ✓ Write poems following a modelled style
- ✓ Choose words carefully for effect in poetry

When writing non-fiction, year 2 children should be able to:

- ✓ Write simple information texts which include labelled pictures and diagrams
- ✓ Collect and organise information on a subject using texts read
- ✓ Use texts read as a template for writing, using language appropriate to the text type

When editing and improving their writing, year 2 children should be able to:

- ✓ Re-read to check that their writing makes sense and that verbs are used correctly and consistently
- ✓ Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
- ✓ Evaluate their writing with the teacher and other pupils

When presenting and performing their work, year 2 children should be able to:

- ✓ Read aloud what they have written with appropriate intonation to make the meaning clear

Handwriting – year 2 children should be able to:

- ✓ 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 next to one another, are best left un-joined
- ✓ Write capital letters and digits of the correct size and position to one another and to lower case letters
- ✓ Use spacing between words
- ✓ Make distinctions in most writing between ascenders and descenders and other 'between the line' letters

## **Glossary of terms**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)

