RY SCHOO Writing – Year 2 National Curriculum Coverage		Year 2 English Units of Work										
		Traditional Tales & Fables Hamilton Trust	Instructions: Cooking Write Instructions Hamilton Truct	Poems on a theme – Family Poems Write own poems. Hamilton Trust	Stories about the Wild Hamilton Trust	Animal Diaries & Recounts Recount and Diary writing Hamilton Trust	Poems on a theme – Monster Poems Write own noems	Quest Stories Hamilton Trust	Dinosaurs Recount writing Hamilton Trust	Poems on a theme – Bird Poems Write own poems. Hamilton Trust	Specific Spelling & Grammar Sessions	Cross-Curricular Writing
g Rules	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.											
Phonics and Spelling Rules	To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).											
Phonics	To apply further Y2 spelling rules and guidance (see below)											
Common Exception Words	To spell most Y1 and Y2 common exception words correctly.											
Prefixes and Suffixes	Toadd suffixes to spell most words correctly in their writing, e.g. – ment, –ness, –ful, –less, –ly.											
elling Is	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.											
Further Spelling Conventions	To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.											

	To learn the possessive singular apostrophe (e.g. the girl's book).						
Letter Formation, Placement and Positioning	To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.						
	To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).						
	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.						
	To form lower case letters of the correct size, relative to one another.						
	To use spacing between words that reflects the size of the letters.						
Joining Letters	To begin to use the diagonal and horizontal strokes needed to join letters.						
	To write narratives about personal experiences and those of others (real and fictional).						
Planning, Writing and Editing	To write about real events. To write simple poetry.						
	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary						
	To encapsulate what they want to say, sentence by sentence.						
	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.						
	To reread to check that their writing makes sense and that the correct tense is used throughout.						

		To proofroad to check for orrors in spalling, grammar and punctuation						
		To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated						
Awareness of	ose	correctly). To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.						
	ces, Purp ucture	To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.						
	Audien and Stri	To read aloud what they have written with appropriate intonation to make the meaning clear.						
ction		To use the present tense and the past tense mostly correctly and consistently.						
Sentence Construction	se	To form sentences with different forms: statement, question, exclamation, command.						
Sentence	and lense	To use some features of written Standard English.						
-		To using co-ordination (or/and/but).						
rases and		To use some subordination (when/if/ that/because).						
Use of Phrases and	Clauses	To use expanded noun phrases to describe and specify (e.g. the blue butterfly).						
Punctuation		To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possession and contractions.						
Use of	Ierminology	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.						

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

*, which includes:

the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);

the/r/sound spelt 'wr' (e.g. write, written);

the /l/or /əl/sound spelt-le (e.g. little, middle) or spelt-el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);

the /aɪ/ sound spelt

–y (e.g. cry, fly, July);

 $adding-estonouns\,and\,verbs\,ending\,in$

-y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);

adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and

the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual).

exceptions to the rules; adding theendings --ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding --ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);