



Year 2

Writing expectations

Grammar	Sentence Construction	Punctuation	Phonics and Spelling	Amount
<ul style="list-style-type: none">- Use present & past tense consistently.- Write with grammatical agreement (matching verbs to nouns/pronouns), e.g. I am/the children are- Use regular verb tenses correctly, e.g. catch/caught.- Use standard forms of verbs, e.g. go/went.	<ul style="list-style-type: none">- Use subordination (using when, if, that, or because) and coordination (using or, and, or but)- Use expanded noun phrases to describe and specify, e.g. the beautiful, blue butterfly- Write sentences with different forms: statement, question, exclamation, command	<p>Be able to use the following punctuation accurately:</p> <ul style="list-style-type: none">- Full stops- Capital letters- Question marks- Exclamation marks- Commas to separate items in a list- Apostrophes for contractions and possessions	<ul style="list-style-type: none">- Spell all the Y1 and Y2 common exception words.- Segment words into sounds and use phonic knowledge to spell words correctly.- Use suffixes such as ing, ed, ful, less, er, est, ly, ness.	<ul style="list-style-type: none">- 1/2 to one side of A4
Handwriting	<ul style="list-style-type: none">- Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters)- Clear letter formation, with ascenders and descenders distinguished, upper and lower case letters not mixed within words- Letters and words are usually appropriate in size and position			

Glossary

Adjective A word which describes a **noun**, e.g. shiny, fragrant.

Comparative form of an adjective compares one thing with another. For example, 'My apple is big but hers is bigger'. Usually formed by adding a suffix.

Adverb A word which describes how a verb action is being carried out, e.g. noisily, slowly.

Clause The building blocks of a sentence. They are groups of words that contain a subject and a verb.

Command A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective: e.g. 'Eat your dinner. Now turn the key.'

Compound sentences Formed by joining two main clauses with a coordinating conjunction. The two clauses can stand on their own as sentences: e.g. 'I like bees but my friend likes spiders'.

Conjunction A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'.

Co-ordinating conjunctions A conjunction that joins two clauses of equal importance: e.g. 'and', 'but' and 'so'.

Coordination The joining of clauses in a way that gives equal importance: e.g. 'I am seven and my friend is eight'.

Exclamation A sentence which expresses surprise or wonder and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb: e.g. 'What big eyes you have, Grandma!' or 'How cold it is today!'

Expanded noun phrase An extension of a noun phrase by adding an additional adjective separated by a comma.

First person A sentence is written in the first person if it is written from the point of view of the subject - in other words, using the pronouns 'I' or 'we'.

Noun phrase A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it: e.g. 'the shiny case'.

Past tense Any one of a set of verb tenses which describe action that took place in the past.

Past progressive tense/ past continuous A form of the past tense where something goes on for a period of time in the past: e.g. 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.

Present tense One of a set of tenses that describe actions happening now.

Present progressive tense A tense which describes an action which began in the past and is still going on now: e.g. 'I am learning to ride a bike'.

Question A question either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement: e.g. 'Is she here?'

Statement A sentence that conveys a simple piece of information: e.g. 'It is a sunny day today'.

Subordinating conjunction A conjunction that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.

Subordination The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.

Superlative A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most': e.g. 'James is the tallest in class. I am fast, you are faster than me, but he is the fastest of all'. See also comparative.

Time Conjunction Words or phrases which tell the reader when something is happening; e.g. 'After dinner, you must do your homework, then you can read your book'.

Tense the choice between present and past verbs which normally indicates differences of time.

Apostrophe A punctuation mark used to show possession or to represent missing letters in a contracted form.

Apostrophe for contraction Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe. For example, 'had not' is contracted to 'hadn't'.

Apostrophe for possession An apostrophe used before the letter s to show ownership: e.g. 'This is Sam's bag.'

Comma Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.

Exclamation mark A punctuation mark used at the end of a command or an exclamation.

Full stop A punctuation mark used to demarcate the end of a sentence.

Question mark A punctuation mark used to indicate a question.

Spelling rules

In Year 2, children take a more in-depth look at the phonic rules and patterns of different words, building upon previous learning.

SPELLING RULES FOR YEAR 2



Words with silent letters k, g and w (as in 'knock', 'gnat' and 'write').

Words ending le, el, al and il (as in 'middle', 'tunnel', 'animal', 'pencil').

Verbs ending y which then changes to ies and ied (as in 'cry', 'cries' and 'cried').

Words which need a consonant to be doubled before adding -ing, -ed (as in 'pat', 'patting', 'patted').

Words with a sound of 'j' at the end; -dge after short vowels (as in 'badge'), or -ge (as in 'huge').

Words with 'j' sound in other positions - g if before e, l, and y (as in 'giraffe' or 'magic'); or as j before a, o and u (as in 'jar' and 'join').

Unusual uses of vowels, such as 'o' being used for the 'u' sound (as in 'other') and 'a' being used for the 'o' sound (as in 'warm').

Suffixes -groups of letters added to the end of a word including:

- ly (as in 'badly');
- ment (as in 'enjoyment');
- ful (as in 'playful');
- ness (as in 'sadness');
- less (as in 'hopeless').

Words with the 'or' sound is usually spelt as a before 'l' 'll' (as in 'ball' and 'walk').

Words with the 'ai' sound at the end of words with the addition of 'y' (as in 'try' and fly).

Words where apostrophes are used to show contractions, when the apostrophe replaces the missing letter (as in 'do not' changing to 'don't').

Words with a possessive apostrophe for singular nouns (as in Jim's' and 'the girl's).

Words ending in 'il' (such as 'pencil').

Words ending in -al (as in 'pedal' and 'animal').

Words ending -tion (as in 'fiction' and 'station').

Dropping the e off the end of a word when adding -ing, -ed, -er (as in 'hiking', 'hiked' and 'hiker').

Homophones, which are pairs of words that sound the same, but are spelt differently:

Such as: there / their / they're, here/ hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.

Children will also learn another group of common exception words (or tricky words). These are words commonly found in the English language, but which do not follow the phonic rules that have been taught so far.

COMMON EXCEPTION WORDS

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others.

