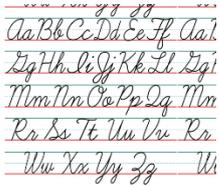
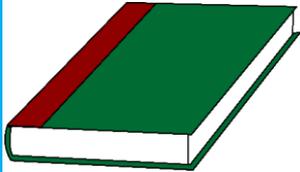


Writing End of Year Expectations Year 2

<p align="center">Spelling </p>	<p align="center">Handwriting </p>	<p align="center">Composition </p>	<p align="center">Vocabulary, grammar and punctuation !</p>
<p>Spell words correctly from the year 2 spelling list:</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</p>	<p>Begin to use cursive script.</p> 	<p>Write in a range of contexts:</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry writing for different purposes.</p>	<p>Learn how to use both familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p> <p>Girl's Help! What? Blue, green, yellow</p>
<p>Write from memory simple sentences dictated by the teacher.</p> 	<p>Use spacing between words that reflects the size of the letters.</p> 	<p>Create a plan before writing.</p>	<p>Write statement, question, exclamation, command.</p> <p>Where are you going? Go to your room! The room is big. Turn right.</p>
<p>Spell more words with contracted forms.</p> <p>I'm, don't, they're</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and</p> <p>Aa to lower-case letters.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> 	<p>Use expanded noun phrases.</p> <p>The large table has six chairs with children sitting on.</p>

<p>Add suffixes to spell longer words.</p> <p>-ment, -ness, -ful, -less, -ly.</p>		<p>Proofreading to check for errors in spelling, grammar and punctuation</p> 	<p>Use the present and past tenses correctly and consistently.</p>
<p>Learning new ways of spelling phonemes, including a few common homophones.</p> <p>Igh, i-e</p> <p>Know, no - bye, buy, by</p>			<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>
<p>Learning the possessive apostrophe (singular).</p> <p>The girl's book</p>			

Website links

- <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>
- [https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English Appendix 2 - Vocabulary grammar and punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

Activities

- Writing in shaving foam, sand etc.
- Recounting a family day trip.
- Writing out shopping lists.
- Taking photographs of holidays, trips etc. and labelling them.
- Having a game of spelling bingo with the family.
- Hot seating a favourite character.
- Watching the beginning of a DVD and predicting the ending.

Useful websites

- <https://www.activelearnprimary.co.uk/login?c=0>
- <http://www.bbc.co.uk/bitesize/ks1/literacy/>
- <http://www.topmarks.co.uk/Interactive.aspx?cat=40>
- <http://games.e4education.co.uk/groupone/>

- <http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>