



# Year 2 English Subject Map:WRITING



Non Fiction: Recount Maisie’s Dragon Fiction: Traditional Little Red Reading Hood Poetry: Halloween Poems Fiction: Narrative-My Christmas Star	Fiction: Fables - The Chinese New Year Non Fiction: Letter-The day the crayons quit Poetry: Monster Poems Non Fiction: Non Chronological Reports - Dinosaurs	Fiction: Adventure-The Owl who was afraid of the Dark Non Fiction: Information - Owls Poetry: Humorous poems-Desk Diddler Non Fiction: Information Text-Plants
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<b>AGE RELATED EXPECTATIONS</b>							
	<b>Writing transcription : Spelling</b>		<b>Writing: Transcription Handwriting</b>		<b>Writing: Composition</b>		<b>Writing: Vocabulary, Grammar and Punctuation</b>
<b>Phonics and Spelling Rules</b>	1.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. 2.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). 3.To apply further Y2 spelling rules and guidance*.	<b>Letter Formation, Placement and</b>	11.To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 12.To form lower case letters of the correct size, relative to one another. 13.To use spacing between words that reflects the size of the letters.	<b>Planning, Writing and Editing</b>	15.To write narratives about personal experiences and those of others (real and fictional). 16.To write about real events. 17. To write simple poetry. 18.To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary 19.To encapsulate what they want to say, sentence by sentence. 20.To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. 21.To reread to check that their writing makes sense and that the correct tense is used throughout. 22.To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	<b>Sentence Construction and Tense</b>	26.To use the present tense and the past tense mostly correctly and consistently. 27.To form sentences with different forms: statement, question, exclamation, command. 28.To use some features of written Standard English.
<b>Common Exception Words</b>	4.To spell most Y1 and Y2 common exception words correctly.	<b>Joining letters</b>	14.To begin to use the diagonal and horizontal strokes needed to join letters.	<b>Awareness of Audience, Purpose and Structure</b>	23.To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 24.To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. 25.To read aloud what they have written with appropriate intonation to make the meaning clear.	<b>Use of Phrases and Clauses</b>	29.To use co-ordination (or/and/but). 30.To use some subordination (when/if/ that/because). 31.To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
<b>Prefixed and Suffixes</b>	5.To add suffixes to spell most words correctly in their writing, e.g. -ment,					<b>Punctuation</b>	32.To use the full range of punctuation taught at key stage 1 mostly correctly including: a. capital letters, full stops, question marks and exclamation marks; b. commas to separate lists; c. apostrophes to mark singular possession and contractions.
<b>Further Spelling Conventions</b>	6.To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. 7.To learn the possessive singular apostrophe (e.g. the girl’s book). 8.To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception word punctuation taught so far. 9. 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. 10.To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).					<b>Use of Terminology</b>	