

Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell by: ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ▪ learning to spell common exception words ▪ learning to spell more words with contracted forms ▪ learning the possessive apostrophe (singular) [for example, the girl's book] ▪ distinguishing between homophones and near-homophones ▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ▪ apply spelling rules and guidance, as listed in English Appendix 1 ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 adjacent to one another, are best left unjoined ▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ▪ use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▪ learn how to use: <ul style="list-style-type: none"> ▪ sentences with different forms: statement, question, exclamation, command ▪ expanded noun phrases to describe and specify [for example, the blue butterfly] ▪ the present and past tenses correctly and consistently including the progressive form ▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ▪ the grammar for year 2 in English Appendix 2 ▪ some features of written Standard English ▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes towards and stamina for writing by: ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing poetry ▪ writing for different purposes ▪ consider what they are going to write before beginning by: <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary ▪ encapsulating what they want to say, sentence by sentence ▪ make simple additions, revisions and corrections to their own writing by: ▪ evaluating their writing with the teacher and other pupils ▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ▪ read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2 - Writing

Spelling – work for Year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Spelling

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

The /s/ sound spelt c before e, i and y

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /r/ sound spelt wr at the beginning of words

The /l/ or /əl/ sound spelt –le at the end of words

Spelling

The letter j is never used for the /dʒ/ sound at the end of English words.

At the end of a word, the /dʒ/ sound is spelt –**dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ɒ/ and /ʊ/ sounds (sometimes called 'short' vowels).

After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word.

In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.

The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.

This spelling probably also reflects an old pronunciation.

The –**le** spelling is the most common spelling for this sound at the end of words.

Example words

badge, edge, bridge, dodge, fudge
age, huge, change, charge, bulge,
village
gem, giant, magic, giraffe, energy
jacket, jar, jog, join, adjust

race, ice, cell, city, fancy

knock, know, knee, gnat, gnaw

write, written, wrote, wrong, wrap

table, apple, bottle, little, middle

Spelling

The /l/ or /əl/ sound spelt –el at the end of words

The /l/ or /əl/ sound spelt –al at the end of words

Words ending –il

The /aɪ/ sound spelt –y at the end of words

Spelling

The –**el** spelling is much less common than –**le**.

The –**el** spelling is used after **m, n, r, s, v, w** and more often than not after **s**.

Not many nouns end in –**al**, but many adjectives do.

There are not many of these words.

This is by far the most common spelling for this sound at the end of words.

Example words

camel, tunnel, squirrel, travel,
towel, tinsel

metal, pedal, capital, hospital,
animal

pencil, fossil, nostril

cry, fly, dry, try, reply, July

Spelling
Adding -es to nouns and verbs ending in -y
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
The /ɔ:/ sound spelt a before l and ll
The /ʌ/ sound spelt o

Spelling	Example words
The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
The y is changed to i before -ed , -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
The -e at the end of the root word is dropped before -ing , -ed , -er , -est , -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
	other, mother, brother, nothing, Monday

Phonics/spelling
The /i:/ sound spelt -ey
The /b/ sound spelt a after w and qu
The /ɜ:/ sound spelt or after w
The /ɔ:/ sound spelt ar after w
The /ʒ/ sound spelt s
The suffixes -ment, -ness, -ful, -less and -ly
Contractions

Phonics/spelling	Example words
The plural of these words is formed by the addition of -s (<i>donkeys</i> , <i>monkeys</i> , etc.).	key, donkey, monkey, chimney, valley
a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
There are not many of these words.	word, work, worm, world, worth
There are not many of these words.	war, warm, towards
	television, treasure, usual
If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll



St Edward's English Curriculum Map 2022-24

Year 2 - Writing



<i>Phonics/spelling</i>
The possessive apostrophe (singular nouns)
Words ending in -tion

<i>Phonics/spelling</i>	<i>Example words</i>
	Megan's, Ravi's, the girl's, the child's, the man's
	station, fiction, motion, national, section

<i>Spelling/phonics</i>
Homophones and near-homophones
Common exception words

<i>Spelling/phonics</i>	<i>Example words</i>
It is important to know the difference in meaning between homophones.	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
Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea .	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 according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Year 2: Detail of content to be introduced (Grammar)

Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 3 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>

	Autumn - English	Autumn – BIG Writing	Spring - English	Spring – BIG Writing	Summer - English	Summer – BIG Writing
Year 2	<p>RWI Get Writing- initially</p> <p>Narrative - Familiar Settings 4/5 weeks <i>The Tiger Who Came to Tea</i> <i>Judith Kerr Burglar</i> <i>Bill Allan Ahlberg –</i></p> <p>Familiar Settings 1/2 weeks <i>After The Storm</i> <i>Mick Butterworth</i></p> <p>Chronological Recounts/ Diaries 2/3 weeks <i>Black History</i> <i>Month- Mary Seacole</i> <i>Great Fire of London (linked to geography)</i></p>	<p>NARRATIVE – 1st half term</p> <p>DIARY ENTRIES – 2nd half term</p>	<p>Poetry 1/2 weeks <i>Seasonal and celebration</i></p> <p>Narrative– 3/4 weeks <i>Traditional Tales from other cultures</i></p> <p>Non-chronological report – linked to geography – 3/4 weeks</p>	<p>POETRY – 1st half term</p> <p>Narrative- Traditional Tales</p> <p>Non Chronological REPORT – 2nd half term</p>	<p>Narrative 1/2 weeks <i>Gregory Cool by Caroline Binch settings</i></p> <p>Revision for NCTs 1/ 2 weeks</p> <p>Poetry 1/ 2 weeks <i>Calligrams/ Shape poems</i></p> <p>Instructions 1/ 2 weeks <i>Recipes Science healthy eating / DT- Teddy Bears' Picnic</i></p>	<p>NARRATIVE– 1st half term</p> <p>INSTRUCTIONS</p>