

# Writing Objectives

Writing: Transcription Spelling	Year Two
Phonics and Spelling Rules	<p>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.</p> <p>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).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <p>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);</p> <p>the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>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);</p> <p>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p> <p>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p> <p>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);</p> <p>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</p> <p>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p> <p>the /i:/ sound spelt</p> <p>-ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</p> <p>the /z/ sound spelt 's' (e.g. television, usual).</p>

<b>Writing: Transcription Spelling</b>	<b>Year Two</b>
<b>Common Exception Words</b>	To spell most Y1 and Y2 common exception words correctly.
<b>Prefixes and Suffixes</b>	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.
<b>Further Spelling Conventions</b>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>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.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>
<b>Letter Formation, Placement and Positioning</b>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
<b>Joining Letters</b>	To begin to use the diagonal and horizontal strokes needed to join letters.

Writing: Composition	Year Two
<b>Planning, Writing and Editing</b>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
<b>Awareness of Audience, Purpose and Structure</b>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with</p>

<b>Writing: Vocabulary, Grammar and Punctuation</b>	<b>Year Two</b>
<b>Sentence Construction and Tense</b>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p>
<b>Use of Phrases and Clauses</b>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>
<b>Punctuation</b>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>capital letters, full stops, question marks and exclamation marks;</p> <p>commas to separate lists;</p> <p>apostrophes to mark singular possession and contractions.</p>
<b>Use of Terminology</b>	<p>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.</p>