Hallfield Primary School

Growing, Learning, Achieving Together

Year 2 Framework for Writing

A Structure for Writing

The sequence for teaching builds skills over time with a deep understanding of purpose for writing and writers' craft appropriate to the writing context and age and stage of the child. Some non-negotiables are outlined below:

Prior knowledge:

Teachers should be clear about the skills children have before entering the new teaching unit and how they are building on these to move children forward as well as introducing any new skills. Each year group and each term, the framework provides the non-negotiables to ensure teachers are confident in what children must know at each stage.

Content and Style

Through a well-chosen and pre-written model, children explore the content, authorial choices (writer's craft) and organisation of the text type. They must be given purpose to the writing and a specific audience. All of this is discussed before children begin writing through, for example, 'Box Success Criteria' (see p5).

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the age group. Contextual teaching and learning focus on learning about the authorial use of vocabulary and grammar for effect. Children practice this with drama, oral rehearsal and practise on whiteboards.

Editing and proof reading

Children employ the 3-step check (see page 6) across the whole unit, proof reading as they go. The new vocabulary and grammar focus that has been securely understood by children is applied to reviewing and editing children's first draft, using the tools of oral rehearsal and practice.

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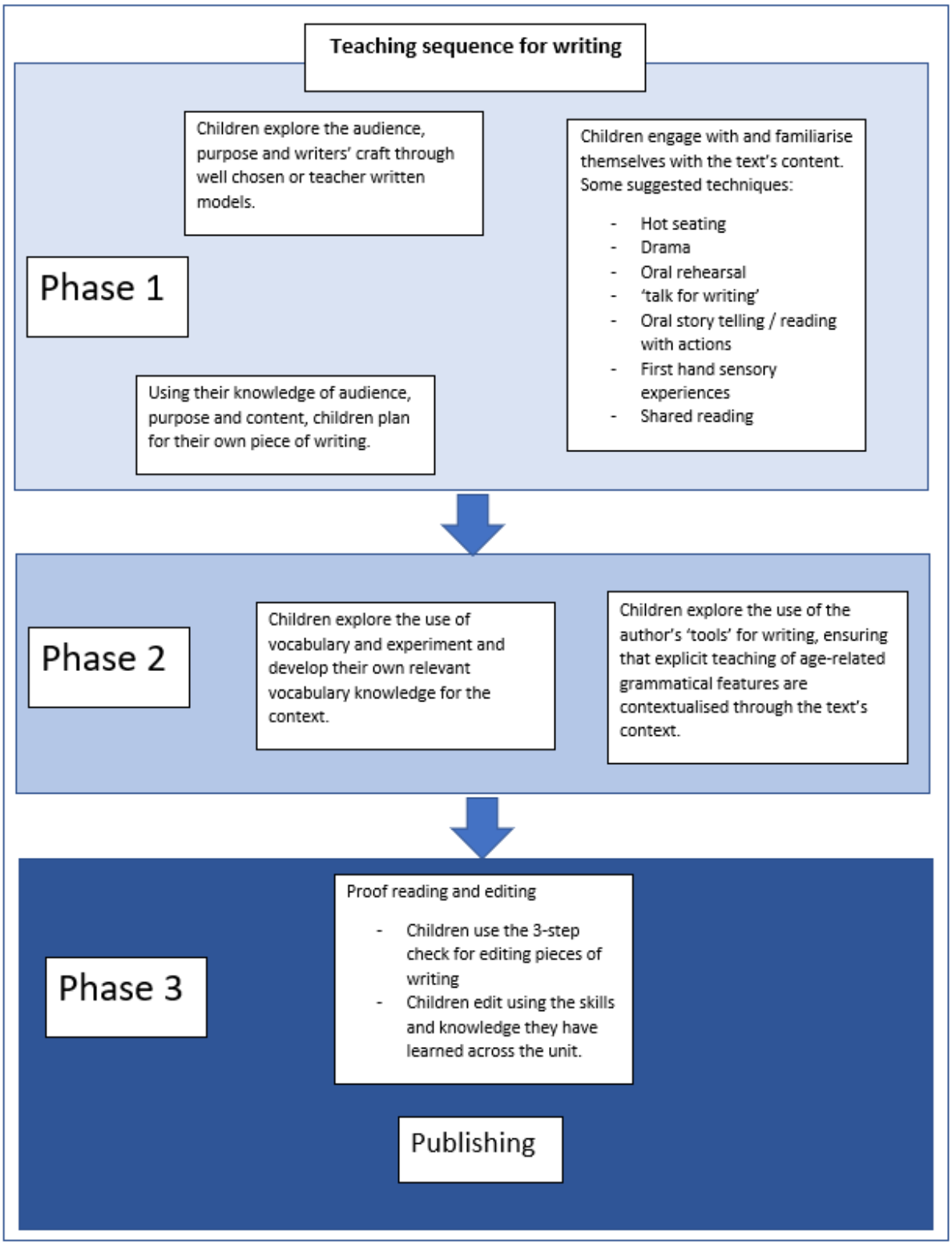

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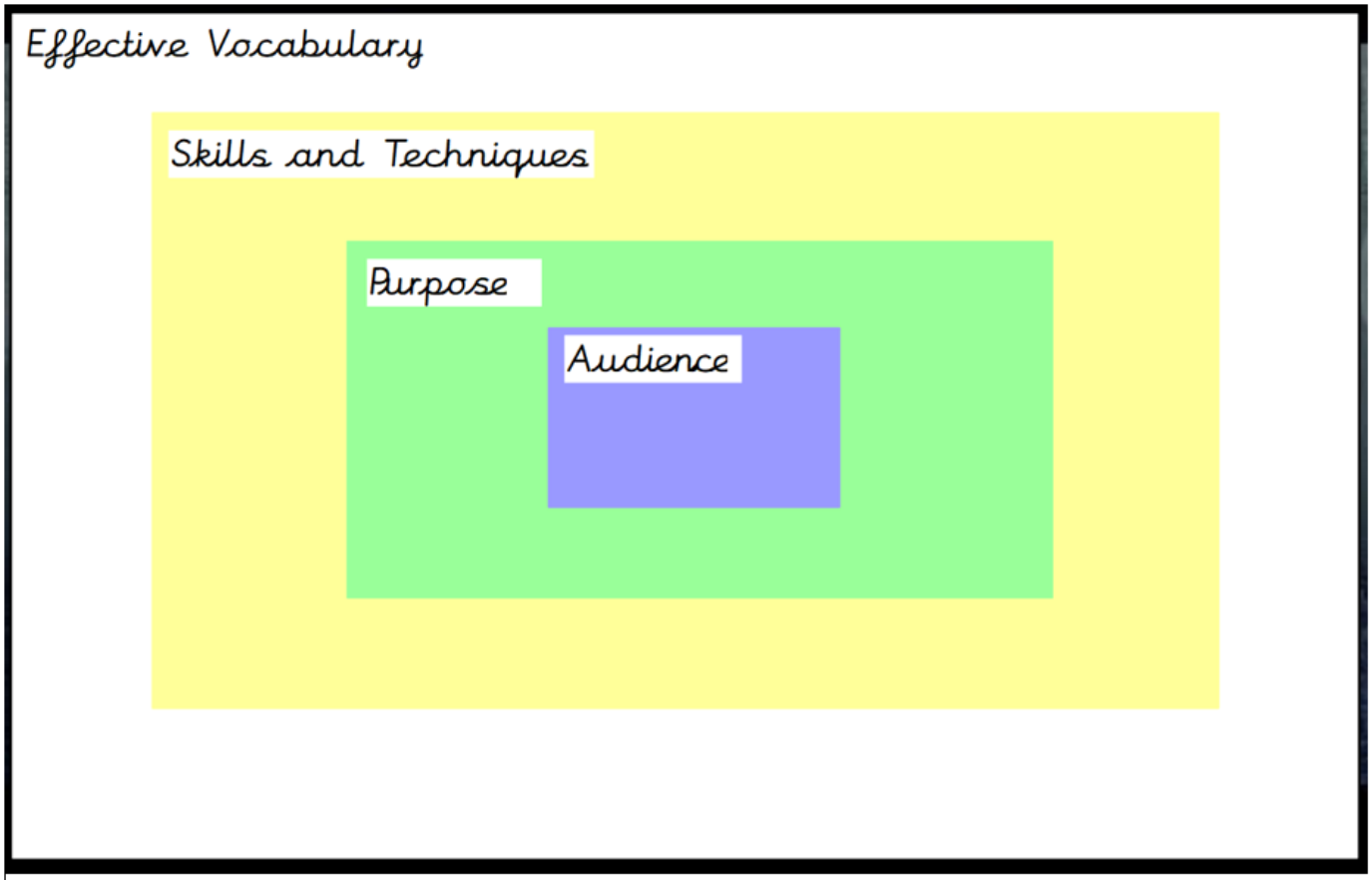
Box Success Criteria



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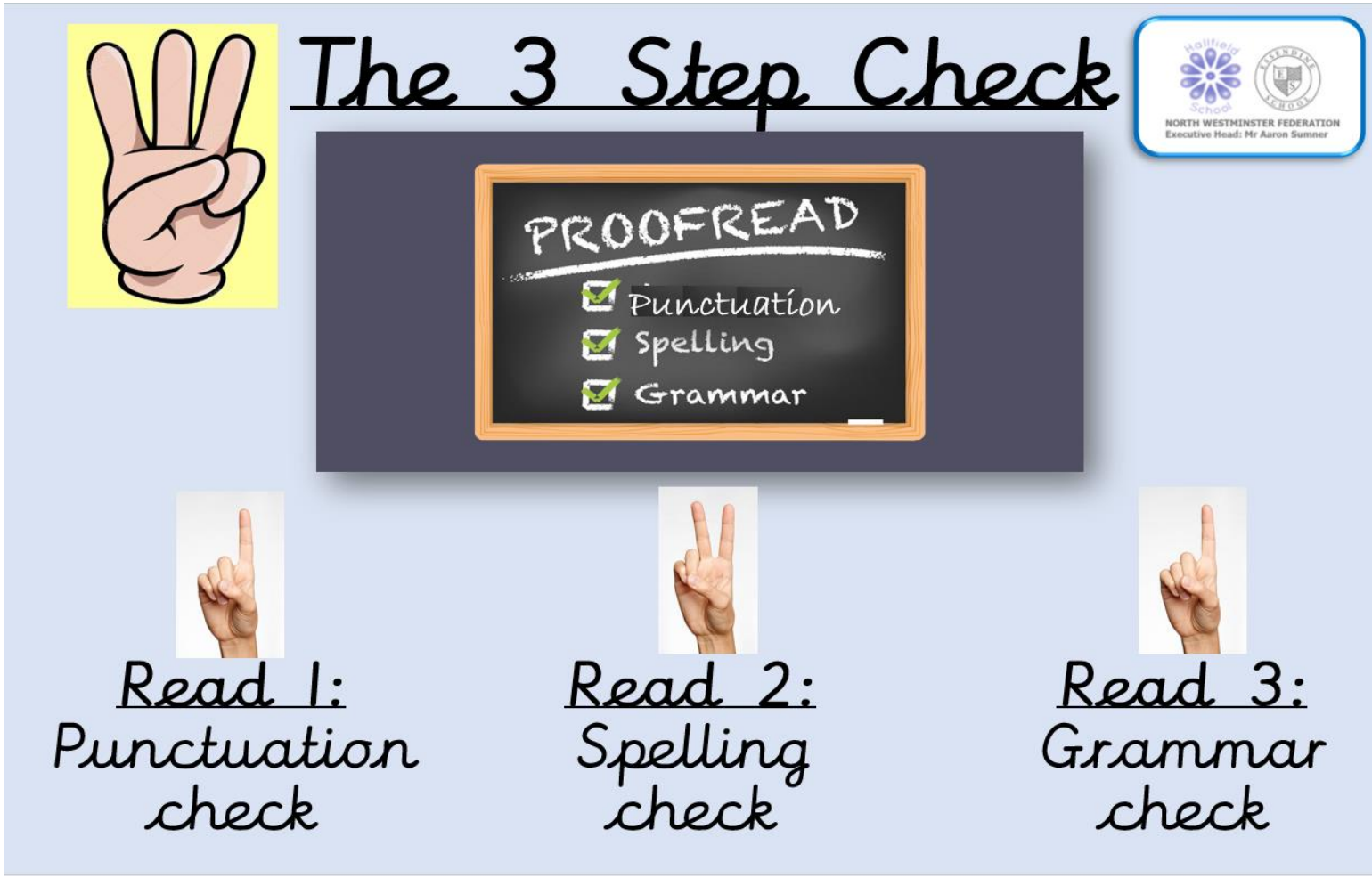

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Year 2 Framework for Writing

Guidance for using the framework

This provides a summary for the term's outcomes

Summer Term	Year 1	Writing Curriculum
Overview :	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

This provides a list of the minimum expectations for a child in that term

Composition	*Vocab, Punctuation and Grammar*	*Spelling*	*Reading Links*
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)

The different areas of the Writing curriculum are broken down by term to support micro progression across the academic year.

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Year 2 Framework for Writing

Autumn Term	**Year 2**	**Writing Framework**
Overview :	Key Performance indicators:	
Children are accurately putting sentences together including some description such as expanded noun phrases. Children are beginning to think about the purpose of writing and how to make it presentable through correctly formed letters and punctuation.	Children can: • Form digits, lower-case and capital letters of the correct size relative to one another • Accurately punctuate to show sentence barriers with full stops, exclamation marks and question marks. • Encapsulated what they are going to say sentence by sentence • Proof reading for errors in punctuation • -er and –est with adjectives • Use expanded **noun phrases** for description and specification. • Spelling a greater number of contractions	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• **With support ,** beginning to group ideas together into paragraphs • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • Uses statements • Uses questions • writing about the experiences of themselves and others (real/fictional) • rehearsing individual sentences and groups of sentences.	• Use simple expanded noun phrases to describe characters and settings • Demarcate with capital letters and full stops accurately • Accurate use of question marks • Some use of exclamation marks • Consistent spacing between words • Letters are accurately formed and appropriate sized relative to one another. • Using co-ordination (or/and/but)	**No nonsense spelling :** • Common exception words ‘I’ • er / est • Homophones • Words including polysyllabic with phase 5 GPS. • Sound spelt as ‘ge’ and ‘dge’ at the end of words, and sometimes as ‘g’ elsewhere in words before • ‘e’, ‘i’ and ‘y’ • ‘c’ before ‘e’, ‘i’ and ‘y’ • ‘kn’ and ‘gn’ at the beginning of words • Further contractions	• Discussing the sequence of events in books • Being introduced to non-fiction books that are structured in different ways • Participate in discussion about books, poems and other works that are read to them

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Year 2 Framework for Writing

Spring Term	**Year 2**	**Writing Framework**
Overview :	**Key Performance indicators:**	
Children are beginning to use some longer sentences with conjunctions that are accurately punctuated. Writing is beginning to have some purpose with some features of the text type such as commas in a list. Some word choices are made to add interest. Children maintain tense throughout.	Children can: • Use co-ordinating conjunctions (but, and, or) • Use correct choices and consistent use of past tense or present tense. • Uses commas for lists including in expanded noun phrases. • Add –ly to adjectives to create adverbs • Adding 'ed' accurately • Accurate use of possessive apostrophe • Using sentences with different forms: statement, question, exclamation, command • Proof-reading to check for errors in use of tense and punctuation	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Use paragraphs to organize larger ideas • Uses statements • Uses commands • Uses exclamations • recite some poems by heart • writing about the experiences of themselves and others (real/fictional) • <u>with support</u> learning an recording new vocabulary • experiment with alliteration to create humorous and surprising combinations	• commas for lists • apostrophes for contraction mostly correctly • using past or present tense consistently across text • expanded noun phrases to describe • expanded noun phrases to specify e.g. *the* majestic *emperor* penguins / penguins have sleek black wings.. • adventurous word choices • Using co-ordination (or/and/but) • Using **<u>some</u>** subordination (when/that/because) • Creating adverbs by adding ly	**No nonsense spelling :** • /aɪ/sound spelt 'y' *can't, didn't, hasn't, it's, couldn't, I'll, they're, can't, didn't, hasn't, it's,couldn't, I'll, they're* • '-ing', '-ed' '-er', '-est' to words ending in 'e' with a consonant before it. • /i:/ sound spelt 'ey' • Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant aftera single vowel • Adding suffixes '-ful' , '-less' • /r/ sound spelt 'wr' • /ʒ/ spelt 's', segmentation and syllable clapping	• Discussing the sequence of events in books and how items of information are related • Being introduced to non-fiction books that are structured in different ways • Participate in discussion about books, poems and other works that are read to them

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