

Year 2 Writing Framework (Sept 2025)

In Year 2 the child will begin to learn and use the terminology associated with the grammar and punctuation which is now more familiar to him.

Areas of focus:

Applying what he knows about how sentences work, by demarcating their beginning and end; using a small range of punctuation to show different types of sentences; recognising four sentence functions; growing in confidence to name and identify a set of four word classes; joining ideas together using conjunctions.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Handwriting	Year 1 consolidation. Form capital and lower-case letters correctly. Leave spaces between words.	Horizontal and diagonal strokes to join letters. Form capital and lower-case letters correctly. Leave spaces between words.	Horizontal and diagonal strokes to join letters. Form capital and lower-case letters correctly. Leave spaces between words.	Horizontal and diagonal strokes to join letters in a word. Form capital and lower-case letters correctly. Leave spaces between words.	Horizontal and diagonal strokes to join letters in a word. Form capital and lower-case letters correctly. Leave spaces between words.	Horizontal and diagonal strokes to join letters in a word. Form capital and lower-case letters correctly. Leave spaces between words.
Spelling <i>(Little Wandle - Year 2 Spelling)</i>	Phase 5 Review	Double letters at the end of words. Longer words ending in -er. Word endings 'k' or 'ck'. Word endings 'ch' or 'tch'. Suffix -es/-s Suffix -ing rules.	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -al, -il or -el?	Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? How can I show missing letters in a word?	Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y, -ed)
Grammar	Capital letters for proper nouns , but not all nouns. Use 'and, or, but'. Understand and use capital letters, full stops, question marks, exclamation marks. Introduce word classes - nouns Write in the first person using "I" Understand past and present tense verb forms. Model apostrophes for contractions.	Use 'when, if, because'. Past, present and progressive tenses. Use adjectives to describe nouns and find adjectives in writing. Understand and use capital letters, full stops, question marks, exclamation marks. Expanded noun phrases .	Commas in a list. Apostrophes for singular possession and contractions. Sentence forms - commands, questions, statements and exclamation sentences. Word classes – noun (name), adjective (describing), verb (doing), adverb (how) . Headings and subheadings with information. Understand statements.	Commas in a list. Apostrophes for singular possession and contractions. Irregular past tense verbs (e.g. gave, shook, broke, sang) Independently use conjunctions to join ideas and sentences together. Expanded noun phrases .	Commas in a list. Revise apostrophes . Change sentences from present tense to past tense and vice versa. Understand, identify and use sentence forms - commands, questions, statements, exclamations. Use a range of conjunctions . Identify word classes in sentences - noun, adjective, verb, adverb . Descriptive sentences using adjectives.	Use a wide range of adverbs . Revise sentence forms. Revise present, past and progressive forms. Commas in a list within a sentence. Apostrophes for singular possession and contractions. Use appropriate conjunctions and know subordinate conjunctions. Word classes - noun, adjective, verb, adverb . Use capital letters, full stops, question marks, exclamation marks.
Composition	Compose sentences orally. Write about real events. Reread and check writing with support.	Model and compose sentences orally. Narratives (of real events, personal experiences and of others).	Compose sentences which are grammatically correct. Joining sentences to form short narratives. Simple dictated sentences.	Dictated sentences with correct punctuation. Write sentences with storyboards or story maps.	Dictated sentences with correct punctuation. Compose sentences orally. Reread, check and edit writing.	Write sentences dictated by the teacher with correct punctuation. Compose sentences orally. Reread, check and edit writing (drafting).

	Evaluate writing with teachers and peers.	<p>Reread and check writing with support.</p> <p>Identifying the audience of the writing.</p> <p>Making notes to use in writing.</p> <p>Evaluate writing with teachers and peers.</p>	<p>Reread, check and edit writing.</p> <p>Maintaining form.</p> <p>Choosing vocabulary to enhance the writing.</p> <p>Identify and write for a non-fiction purpose with explanations and information.</p>	<p>Joining sentences to form short narratives.</p> <p>Compose sentences orally.</p> <p>Reread, check and edit writing.</p> <p>Choosing vocabulary to enhance the writing.</p> <p>Identify and use rhymes.</p>	<p>Write about real events and narratives, using correct punctuation.</p>	<p>Write about real events and narratives, using correct punctuation.</p> <p>Form descriptive sentences and narratives using noun phrases.</p>
Vocabulary	Revise numbers, days of the week, months of year, colours. Expanded vocabulary of adjectives, verbs, adverbs.		Reinforce mathematical vocabulary.	Range of rhymes and poems. Use picture dictionaries to expand vocabulary.		Vocabulary about the wider World.

End Points for Year 2	
<p>By the end of Year 2, children at the expected level should...</p> <p><i>National Curriculum, 2014.</i></p>	<p>Writing – composition</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional). - writing about real events. - writing poetry. - writing for different purposes. - 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. - 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 (progressive) 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. <p>Writing – vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - 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). - 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>Handwriting</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.