

YEAR 2 WRITING WORKSHOP

PRESENTED BY
MRS CURLING & MISS HANLEY

Welcome



- ▶ Year 2 Expectations/Levels
 - ▶ SPAG Paper
 - ▶ Writing
- 

Year 2 Expectations and Levels

In writing, children are assessed by the work they produce in their English books.

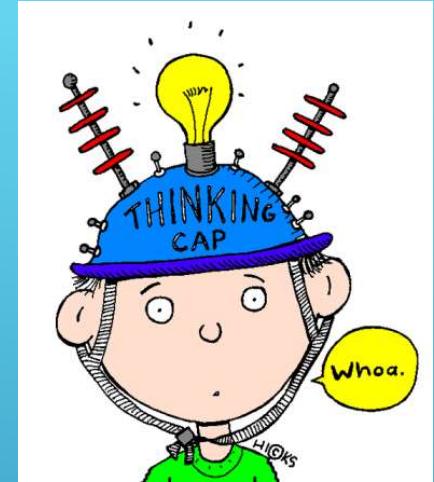
Therefore, it is important that they are able to show evidence of grammar, punctuation and accurate spelling.

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.

How are the children assessed?

There is no test for writing.

There is a SPAG (spelling punctuation and grammar) assessment which can be used to help inform a teacher's judgement of a child's writing level.



SPAG



3


Look at the next part of the story in the box below. It is missing **capital letters** and a **full stop**.

- Write** a full stop in the correct place.
- Circle **three** words that must have a capital letter.

mary and john are waiting for their
breakfast in the kitchen they want a
boiled egg and a glass of fresh milk.

Now have a look at the examples on your table.

SPAG

- Terminology
 - Children are taught the terminology in lessons.
 - A sheet will be provided with the information so that you can help your child at home.
- 

Year 2 Grammar Glossary

Grammar Term	What Does It Mean?
noun	A naming word used to name a person, place or thing.
expanded noun phrase	A word or group of words in a phrase that acts like a noun e.g. Lilly wore a beautiful, red dress. The groups of words, 'a beautiful red dress', is a phrase and functions as a noun in the sentence.
suffix	A suffix is added to the end of a word to make a new word e.g. hope + suffix ful = hopeful, hope + suffix less = hopeless.
compound	A compound word is a word created by two smaller words being joined together e.g. lip + stick = lipstick.
statement	Describes an event, a sentence that tells the reader something e.g. Daniel watched the television.
command	A command gives an instruction or tells someone to do something. Commands usually begin with an imperative verb e.g. Go and brush your teeth!
question	A question is used to find out information e.g. Why is your bedroom so messy?
verb	A verb is an action word; they describe what someone is doing e.g. Jessica shouted.
comma	A comma separates units of meaning in a sentence, e.g. Lana bought some apples, grapes, oranges, peaches and plums for her fruit bowl.
adjective	An adjective is a word that describes a noun, e.g. there was a huge, hairy spider in the bathroom.
adverb	An adverb tells you where, why or how much something is done e.g. Jessica shouted loudly.
tense	A tense is the form of a verb that shows the time when an action takes place, e.g. past, present or future.
apostrophe	Apostrophes are used to show possession e.g. This is Robert's car. They are also used to show that letters are missing e.g. in a contraction: I am - I'm, you are - you're.
exclamation	A sudden cry or remark to show surprise, strong emotion, or pain. It must start with 'what' or 'how' and should include a subject and a verb.
conjunction	A conjunction links two clauses together in a sentence.

Writing Levels

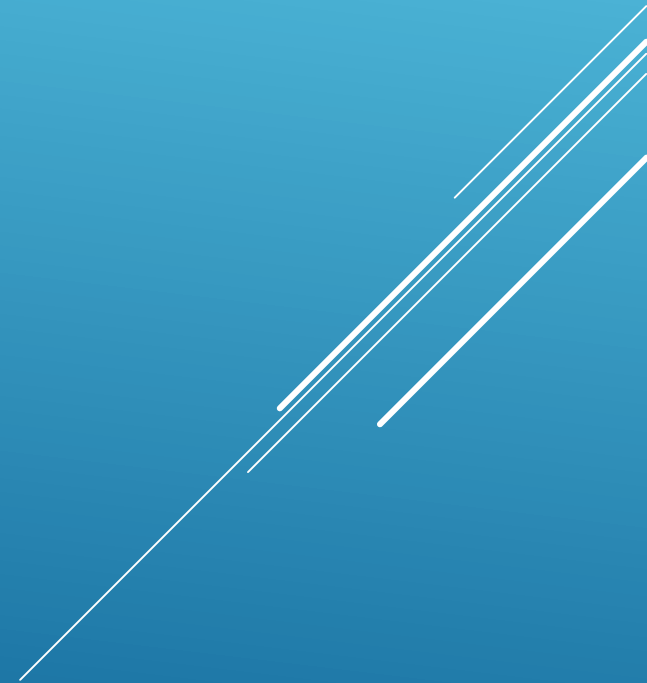
Pre- Key Stage/ SEN

Working Towards (WT)

Working at Expected (EXS)

Working at Greater Depth (GD)

(Based on the teacher assessment framework)



Statutory Requirements for Year 2

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p> <p>(A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</p> <p>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>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>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</p> <p>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</p> <p>Commas to separate items in a list</p> <p>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</p> <p>statement, question, exclamation, command,</p> <p>compound, adjective, verb,</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

Expected Level

Capital letters, full stops and finger spaces

Question marks

Conjunctions (and, but, because, when, if, that, or)

Past tense and present tense

Accurate spelling (making phonically plausible attempts)

Spelling of common exception words

Handwriting

How can you help at home?

- Reading
- Spoken language
- Homework
- Websites

<http://www.educationquizzes.com/ks1/>

<http://www.funenglishgames.com/games.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/english--1>

<https://www.topmarks.co.uk/Search.aspx?q=ks1+grammar&p=2>

Have fun!

Any Questions?

