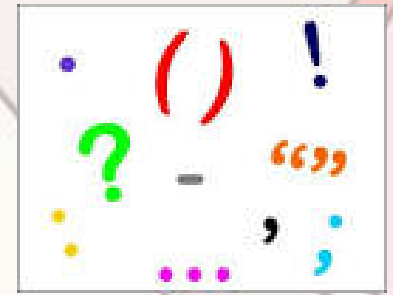




# Supporting And Learning Together

## Year 2 Writing

### Wednesday 1<sup>st</sup> February 2023



# Aims:

How do we teach your children to write?

What is the importance of writing?

How can you support your child with writing at home?





# Physical Development

It is important to develop children's gross and fine motor skills in order to support them with their writing.

This would have been happening from birth through:

Tummy time

Crawling

Playing in the garden/ at the park

Pushing/ pulling toys

It is important that we continue to support children with physical development at school.

Your child has continued these activities at school through:

- ★ Cutting activities
- ★ Tweezers to pick up beans in rice
- ★ Threading pasta
- ★ Funky fingers before handwriting sessions (focused on fine motor skills)
- ★ Providing engaging activities indoors and outdoors (OPALS)
- ★ PE sessions





# Ways to support your child with Physical development at home

- ★ Ball games
- ★ Tummy drawing/ writing
- ★ Table writing
- ★ Using climbing equipment at the park
- ★ Sweeping
- ★ Tracing
- ★ Colouring
- ★ Drawing
- ★ Dot to dot
- ★ Play dough



# Pencil grip:

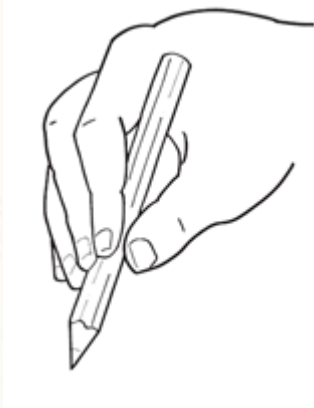
Palmer supinate



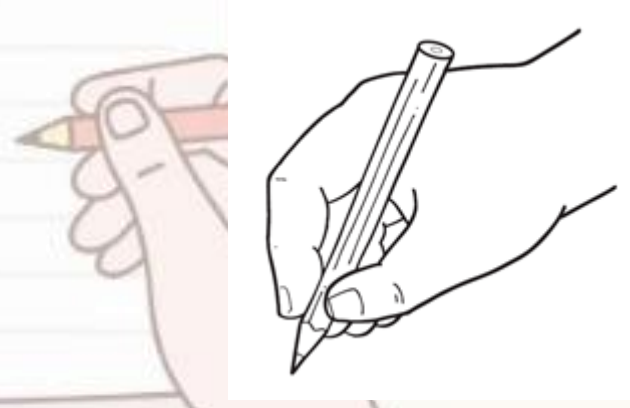
Digital pronate



Four fingers grasp

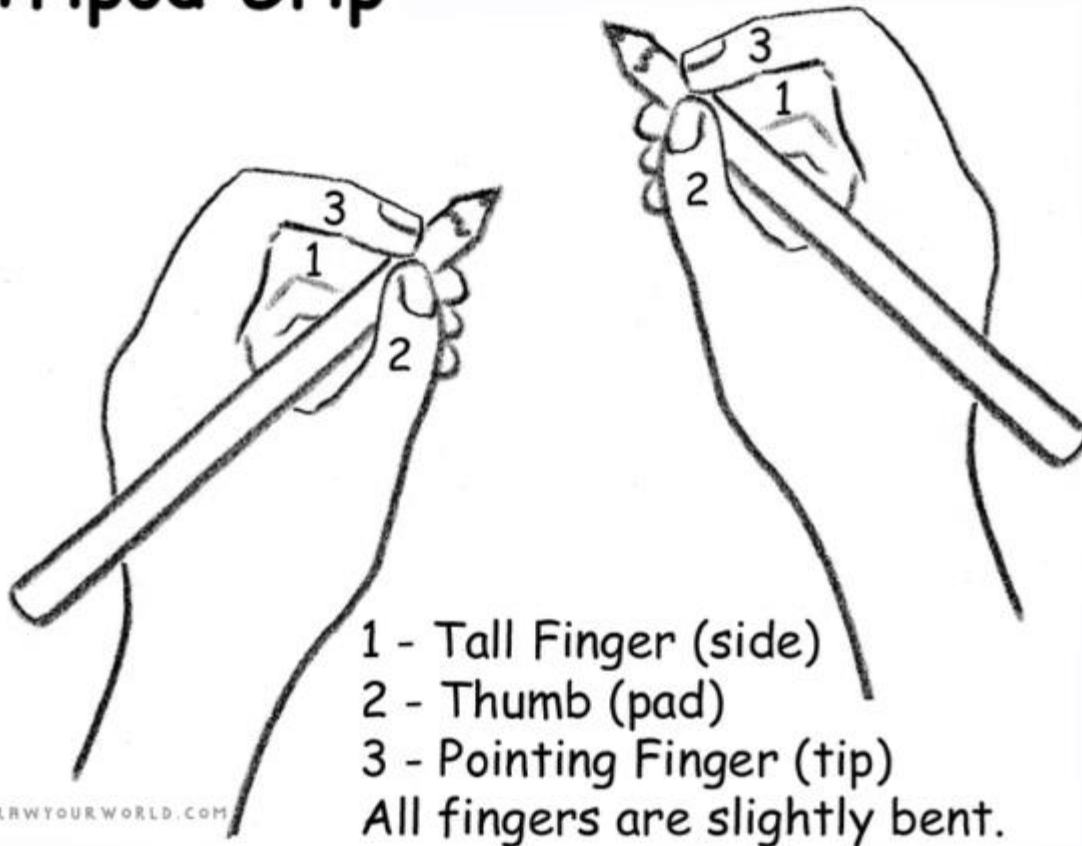


Dynamic tripod





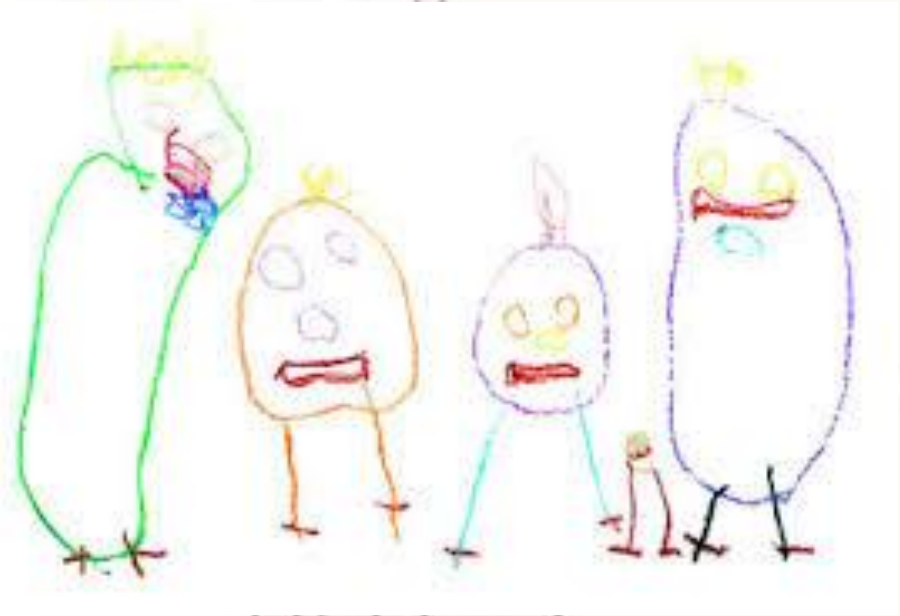
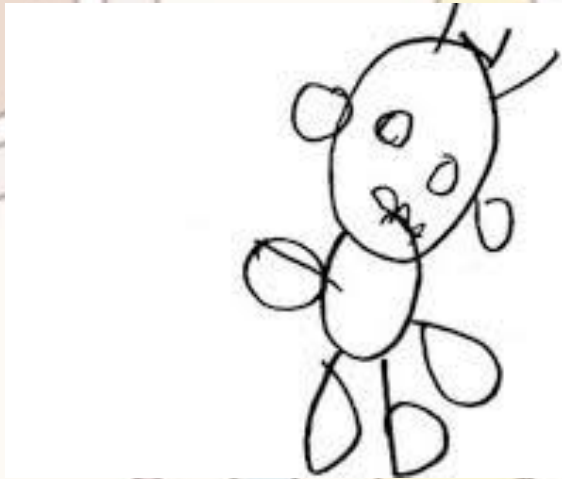
## Tripod Grip





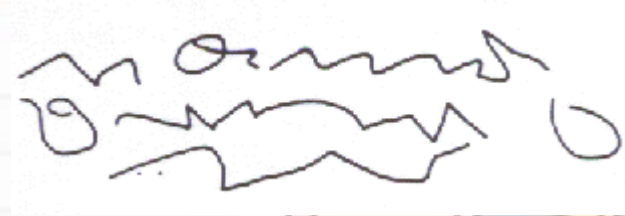
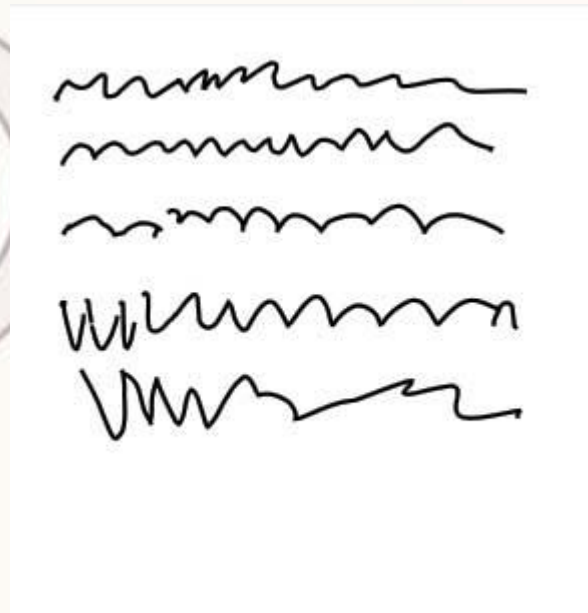
# Developmental Stages of Writing

## Drawing





# Imitative writing





# Letter strings (not linked to phonics)

CHPFDPPEBdP4  
ACRMCSOZ+D/

DLfemDLFLie2be  
tksucjM nozLB4

# Early Phonetic Writing



I H A S

(I have a sister.)



# Phonetic writing



My Dad iz a crpetr.



I haf moyd his sumreey  
it is speshe

dot- EVCH!



# Phonetic/ Conventional writing

BUS STASHUN

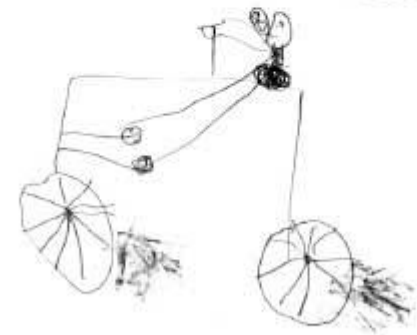


we got to the BUS STASHUN  
and I went to the BathROM.  
I fet BETH.

my bit.

I identify in  
my bigo fast.

I LOVE.



# How do we support your child in school?

- ★ Phonics
- ★ Scaffold lessons
- ★ Focus activities eg story scribing, phonic writing games, writing linked to the children's interests
- ★ Opportunities to write in the indoor and outdoor provision (chalk etc)
- ★ Encourage children to write in full sentences
- ★ Modelling writing for different purposes
- ★ Read and listen to books to broaden their vocabulary and imagination

# How to support your child at home

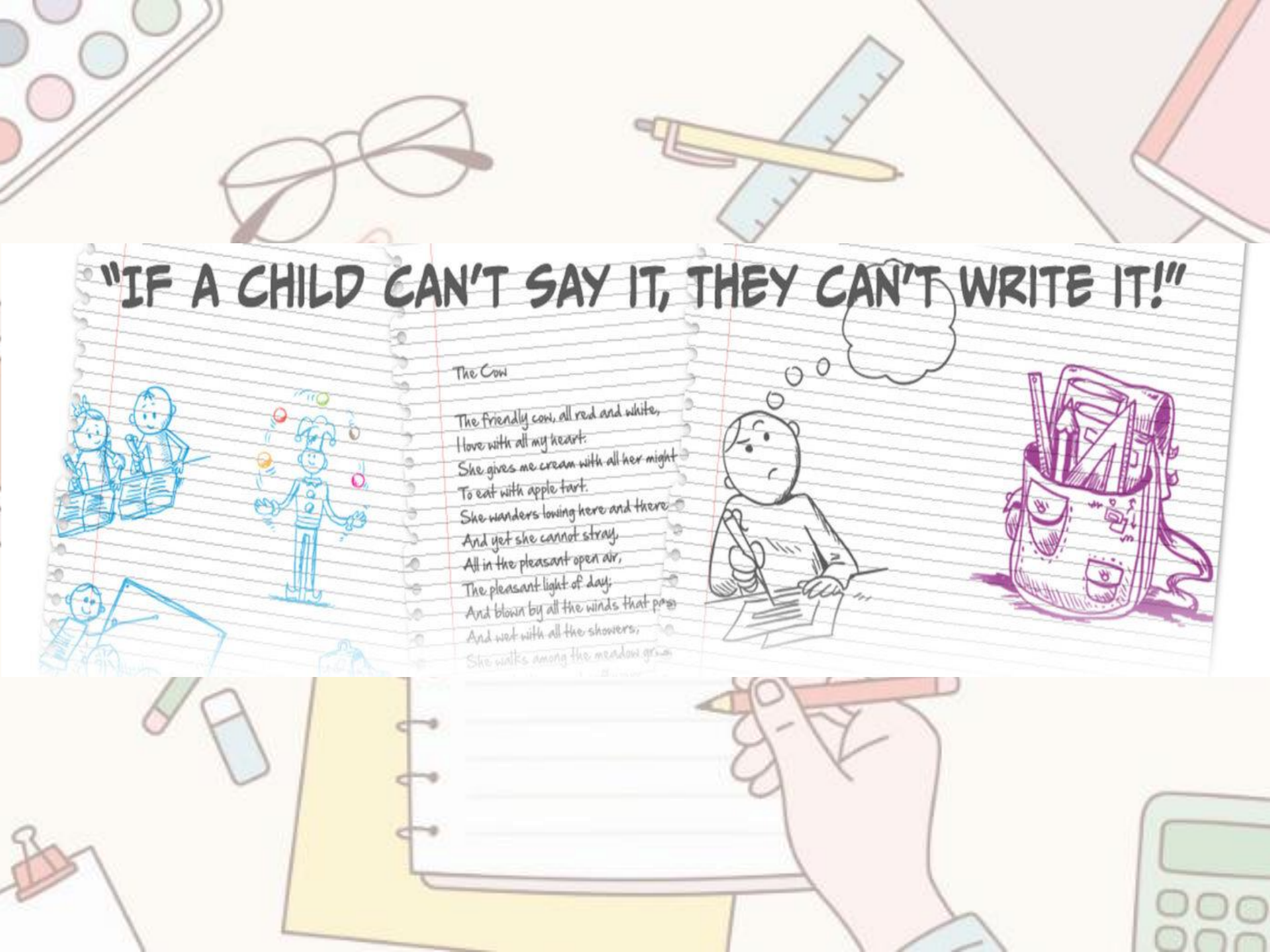
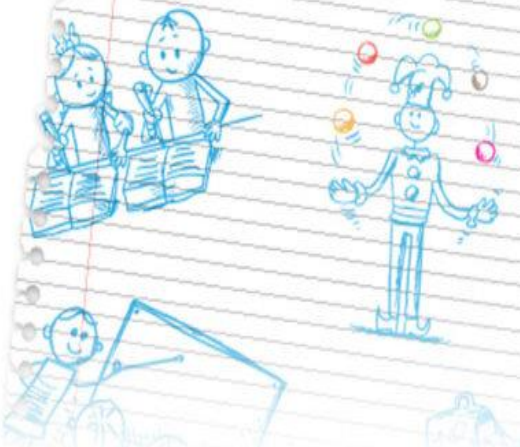
- ★ Model writing for different purposes (shopping lists, cards, letters, notes, invitations)
- ★ Story scribing (or any scribing!)
- ★ Provide different opportunities for mark making and writing (old envelopes, notepads, post-its, paper)
- ★ Encourage labelling eg if they have drawn mum and dad could they have a go at writing this?
- ★ Practise letter formation
- ★ Praise their efforts!
- ★ Encourage your child to talk to you in full sentences

Is there something that you like to do at home with your child to support their writing?

"IF A CHILD CAN'T SAY IT, THEY CAN'T WRITE IT!"

### The Cow

The friendly cow, all red and white,  
I love with all my heart.  
She gives me cream with all her might  
To eat with apple tart.  
She wanders loving here and there  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day,  
And blown by all the winds that pass  
And wet with all the showers,  
She walks among the meadow grass



# How is writing taught in KS1?



Phonics (20 mins daily)



English lesson (30-40 mins daily)

GPS starters

Handwriting - cursive

Cross-Curricular - through topic

# Phonics – Year 2

5A	5B	5C
Set 1: ay (play) <u>ou</u> (house) <u>ie</u> (tie) <u>ea</u> (beach)	Set 1: <u>i</u> (tiger) o (open) c (city) g (giant)	Set 1: t (picture) tch (catch) <u>wr</u> (wrap) ere (here) ear (learn) or (worm)
Set 2: oy (toy) <u>ir</u> (shirt) <u>ue</u> (glue) aw (saw)	Set 2: u (unicorn) ow (snow) <u>ie</u> (chief)	Set 2: <u>dge</u> (fudge) <u>st</u> (listen) ere (there) ear (pear) are (bare) <u>oul</u> (could)
Set 3: <u>wh</u> (wheel) <u>ph</u> (dolphin) <u>ew</u> (screw) <u>oe</u> (toe)	Set 3: er (fern) e (me) a (baby) a (swan) y (fly) y (gym) y (pony)	u push
Set 4: au (sauce) <u>ey</u> (key)	Set 4: <u>ch</u> (school) <u>ch</u> (chef) <u>ey</u> (grey)	Set 3: mb (lamb) se (please) a (father) al (half)
Set 5: a-e (cake) e-e (athlete) <u>i-e</u> (kite), o-e (note) u-e* (cube)		Set 4: <u>kn</u> (knit) <u>gn</u> (gnat) o (some) al (all) our (four) augh (caught)

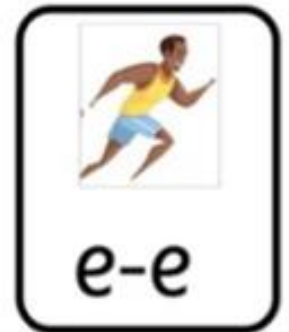
Then the children focus on Year 2 spelling patterns.

**ASKING THE QUESTION:** a strategy to support children in making the correct spelling choice where there are alternative graphemes for phonemes.

e.g.



"For sweet, is it ee as in tree, ea as in beach, ey as in key or e-e as in athlete?"





"For donkey, is it *c* as in cat, *k* as in kitten (or *ck* as in duck)?"



c



k



ck

"For donkey, is it *ee* as in tree, *ea* as in beach, *ey* as in key or *e-e* as in athlete?"



ee



ea



ey



e-e

# What do we teach in Year 1?

- spelling using phonemes
- finger spaces
- capital letters and full stops
- capital letters for names and 'I'
- question marks and exclamation marks
- joining using 'and'
- word classes (noun, adjective and verb)
- adjectives
- sequencing sentences
- plural nouns
- prefix 'un'





# What we teach in Year 2



- commas for list
- subordination, coordination,
- expanded noun phrases
- apostrophes for contractions and possession,
- Sentence types: statement, question, exclamation, command
- compound words
- suffixes- ness –er, -ful, -less –est, -ly
- present/past, progressive form of verbs,





# Word classes

- **Noun**- name of person, place, thing,
- **Verb**- an action
- **Adjective**- describing word
- **Adverb**- describes an adjective or verb

Find the nouns, verbs and adjectives in the sentences:

- Jack tiptoed nervously through the narrow hallway.
- The cute baby giggled loudly as the dog wagged its fluffy tail.



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- The **cute** **baby** **giggled** **loudly** as the **dog** **wagged** its **fluffy tail**.



# Punctuation



Full stops- to show the end of a sentence/statement.

Capital Letter – beginning of sentences, names, places

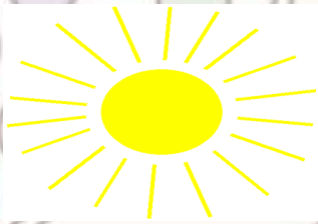
- Tim is best friends with Sam.
- Kate lives in London.

Question marks- when a question is asked.

- Can you help please?
- Do you have a spare pen?

Exclamation marks

- How beautiful the sky is!
- What an exciting journey that was!



# Punctuation continued



Apostrophes for possession and contractions

Dad's socks are smelly.

I sat on my sister's chair.

The dogs' tails were fluffy.

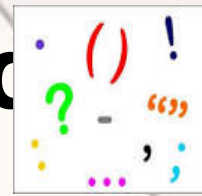
I will- I'll

Would not- wouldn't





# Punctuation continued



Commas- to separate items in a list.

- I enjoy reading, singing and cycling.
- The tiny, fluffy dog sniffed the flowers.





# Sentence Types

Exclamatory - begins with a what or a how,  
contains a verb and a noun, end with !

What an exciting adventure that was!  
How handsome the prince looks!

Commands - bossy sentences, imperative verbs

Don't eat the sweets!  
Cut the shape out.

Questions - Asks something, ends in a question  
mark

Can I come too?  
What colour is the sky?

Statement - gives information, ends in a full  
stop

The bird has grey feathers.  
Jack and Jill fell down the hill.

# Co-ordinating and subordinating connectives.

Co-ordinating conjunctions join two or more items of equal importance AND ARE OFTEN IN THE MIDDLE:

**And** : The children play tennis and they go to the park.

**But**: They can climb but they can't swim.

**Or**: You can have mashed potato or you can have chips .

**So**: They got the highest score so they won the match.

Subordinating connectives (often introducing a subordinate clause that usually only makes sense next to the main clause)

**When**: We put our coats on when it rains.

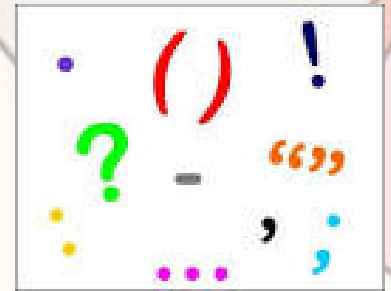
**If**: I'll help you if you like.

**Because**: I'm sad because it hurt.

**That**: I'd like a cake that has sparkles.



# Tenses



Present	Past	Past progressive	Present progressive
He jumps.	We jumped.	They were jumping.	He is jumping.
I sleep.	They slept.	She was sleeping.	He is sleeping.
She paints.	You painted.	I was painting.	They are painting.



# Suffixes

Verb root word	-ing	-ed	-er
Hunt	hunting	hunted	hunter
jump	jumping	jumped	jumper
sit	sitting	sat	sitter
hike	hiking	hiked	hiker

Adjective root word	-er	-est
loud	louder	loudest
hot	hotter	hottest
happy	happier	happiest
nice	nicer	nicest



# Suffixes cont'd



root word	-ment	-less	-ful	-ness	-ly
hope		hopeless	hopeful		
enjoy	enjoyment				
happy				happiness	happily

<b>cry</b>	<b>cries</b>
carry	carries

# Prefixes

root word	Un-
Happy	unhappy
lock	unlock
fair	unfair





# Expected standard for the end of year 2



- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
  - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form 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.

# Year 2 Writing Curriculum

<b>Year 2</b>					
<b>Autumn</b>	<b>weeks</b>	<b>Spring</b>	<b>weeks</b>	<b>Summer</b>	<b>weeks</b>
Stories with familiar settings	3	Traditional fairy tales	3	Extended stories	3
Different stories by the same author	3	Different stories by the same author	2	Non-chronological	3
Recounts	2	Recounts	2	Instructions	2
Instructions	3	Non-chronological	2	Poem based on a theme	1
Performance poetry	2	Performance poetry	2	Nonsense poem	1
Poems based on observations	1			Performance poetry	2

Genre

Stories with familiar settings

Learning objectives

**Planning, Composing and Evaluating**

Plan a narrative text that includes new vocabulary.

Use underlying structures from reading (picture books or short stories) to aid planning.

Use planning to give structure to their writing.

Embed the sentence by sentence process of think, say, write, check.

**Write about personal experiences and real events that is coherent for an audience**

Use the key narrative writing skills of telling and description

Ensure that there is a clear structure to their writing

Use adventurous vocabulary and new vocabulary

Re-read writing for sense and evaluate their writing with others and by themselves

Use expression when reading aloud their writing

Use **some of the** exciting, interesting and engaging vocabulary and the grammatical techniques from the list below.

- Use alliteration
- Add pairs of adjectives
- Create list sentences e.g. *The room was in such a state. Socks, mugs, books, toys and empty crisp packets were everywhere.*

**Grammar and Punctuation**

Use correct grammatical terminology when discussing their writing

Draw on their reading to inform the grammar and vocabulary of their writing

**Term specific****Grammar and Punctuation**

Recognise and write statements

Recognise and write exclamations

**Join sentences with 'or' and 'but'**

Understand that an apostrophe is used for omission

**Use apostrophes for simple contracted forms**

Intended End Point

*By the end of the unit, all children will...*

*Be able to write an interesting and engaging story specifically using most of the grammar and punctuation above.*

Some children will progress further and will be able to

*Be able to write an interesting and engaging story specifically using most of the grammar and punctuation above.*

# How we model writing:



Near a majestic mountain, in a vast jungle with many mango trees, lives Monkey. It has not rained for weeks. The village well and the pond are dry.

I need to use:

- Capital letters and full stops
- Finger spaces
- Joined writing
- Adjectives
- Adverbs (-ly)
- Suffix endings ( - ful, -less)
- Conjunctions ( and, but, because, if, when, so, or)

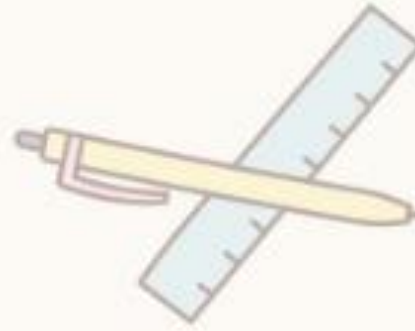
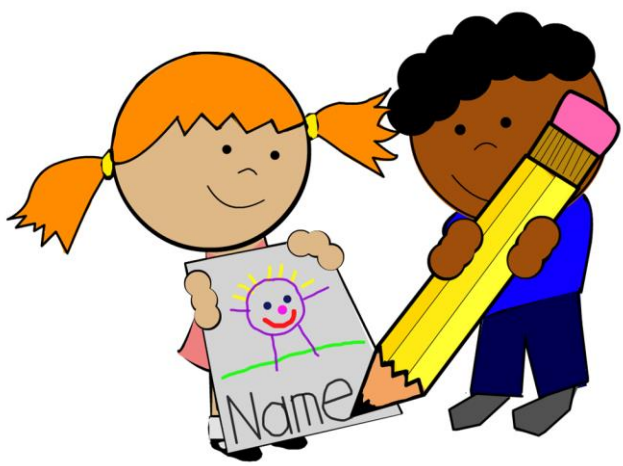
<https://www.youtube.com/watch?v=M7wSfbIhBM8>

# Working with your child

I need to use:

- Capital letters and full stops
- Finger spaces
- Joined writing
- Adjectives
- Adverbs (-ly)
- Suffix endings ( - ful, -less)
- Conjunctions ( and, but, because, if, when, so, or)





**Thank you for  
coming!**

**Any questions?**