

verb

Verbs are doing or action words.
(This includes 'to be' and 'to have').



run



jump



talk



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noun

Nouns are used to name people, animals, things, places, or ideas.



butterfly



dice



pirate



ball



girl



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adjective

Adjectives describe nouns or pronouns.



delicious
cake



sparkly
diamond



beautiful
flower



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adverb

Adverbs modify verbs, adjectives, or other adverbs.



she shouted
loudly



he ate
slowly



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Expanded Noun Phrase

An expanded noun phrase is a phrase made up of **a noun** and **at least one adjective**.
If you list more than one adjective to describe the noun, you should add a **comma** to separate them.

lots of yummy, cold ice cream

Determiner

Used to introduce a noun to specify which one or how many; a/an, the, three, most.

Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

Noun

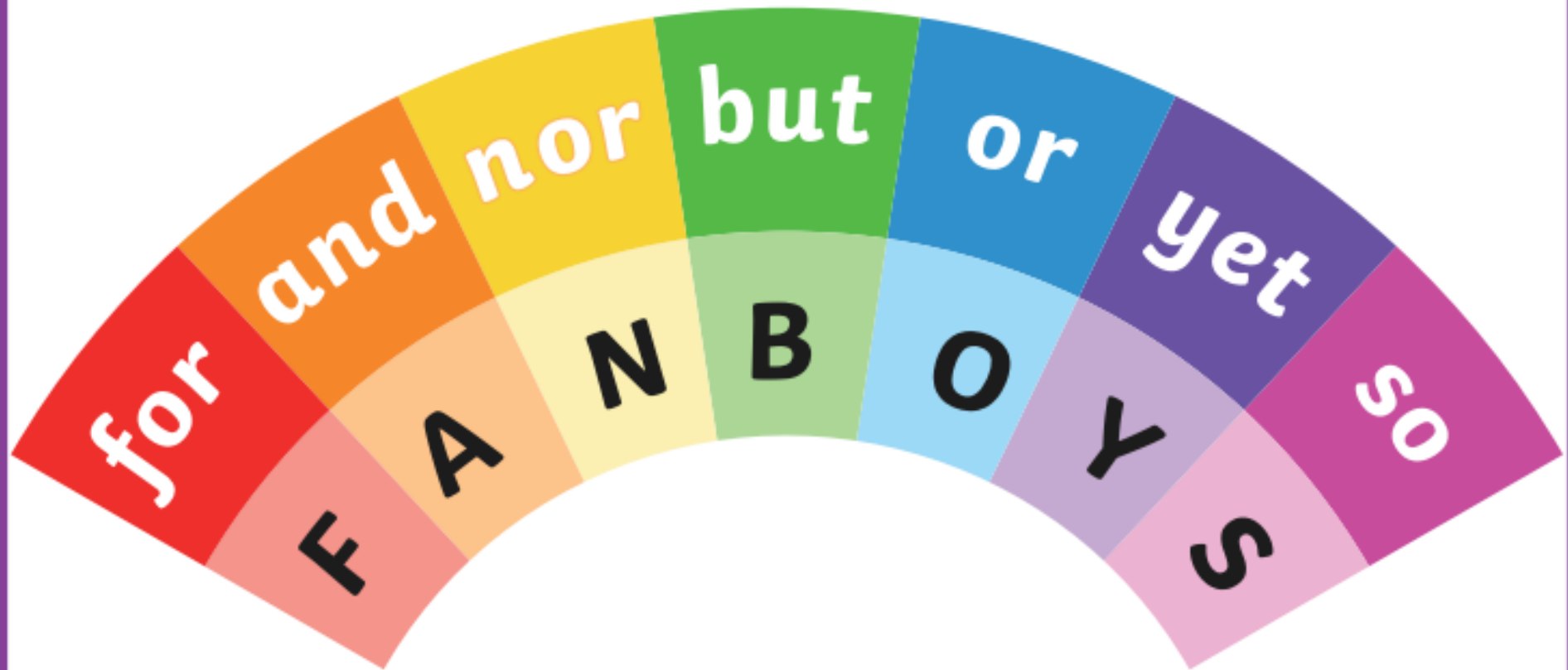
A person, object or animal; garage, Henry, leopard, sofa.



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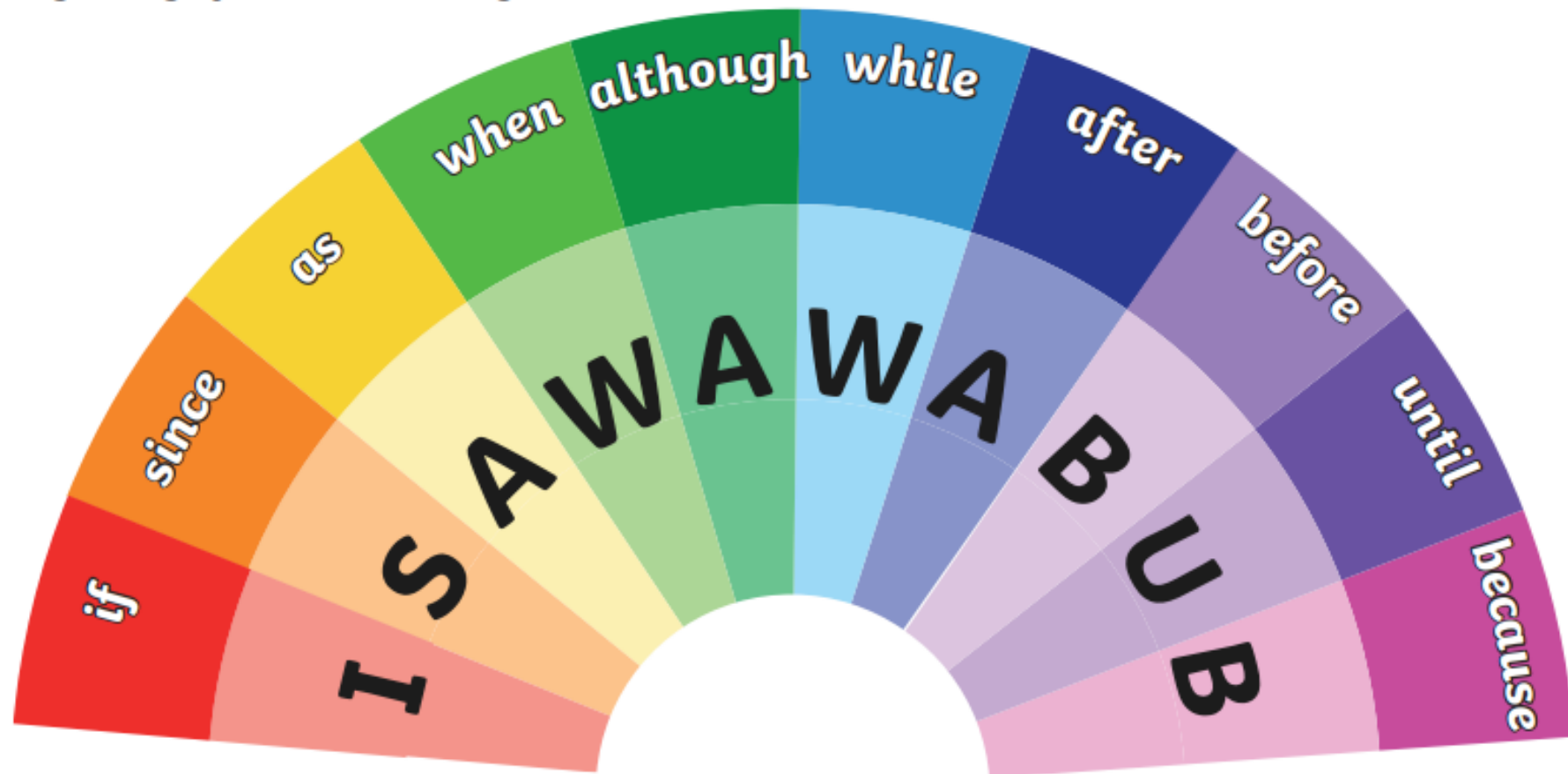
Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.





Apostrophes



Apostrophes are used to show possession.

This is Amy's car.



Robert's shoes are dirty.



The cats' whiskers are long.



The children's toys are in the box.



Apostrophes are used when letters are missing.

I am - I'm
you are - you're
they will - they'll

does not - doesn't
could have - could've
who is - who's

do not - don't
he will - he'll
she will - she'll

My Contractions Word Mat

should have

should've

could not

couldn't

do not

don't

I will

I'll

we are

we're

could have

could've

let us

let's

they will

they'll

you have

you've

would have

would've

cannot

can't

have not

haven't

must not

mustn't

he would

he'd

does not

doesn't

it is

it's

shall not

shan't

they are

they're

had not

hadn't

she is

she's

should not

shouldn't

I am

I'm

was not

wasn't

would not

wouldn't

Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours.
They are beautiful to look at.



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Questions

Questions are sentences that ask you something. They usually end with a question mark.



What did you have for dinner?



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Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.



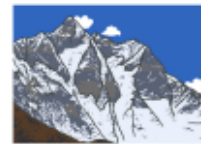
Help me!
Please stop doing that.



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Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.



What a dangerous mountain to climb!



What amazing children they are!



How kind of him to do that!

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End of Year 2 Writing - EXPECTED



Conjunctions

~~Contractions~~

~~Expanded Noun Phrases~~

Plurals

Suffixes

Statement

Question

~~Command~~

~~Exclamation~~

I can see a long staircase that goes up into the sky. On the stairs there are beautiful flowers. Below the staircase I can see the blue sea. I can hear the waves crashing against the golden sand. Can you hear them too? I can see green grass and pretty flowers. I cannot see any people but I can see a white bird.

End of Year 2 Writing - GREATER DEPTH



Conjunctions

Contractions

Expanded Noun Phrases

Plurals

Suffixes

Statement

Question

Command

Exclamation

As I stand at the foot of the staircase I feel a sense of excitement. Where does the staircase lead? I don't know but I'm eager to find out. I can hear the waves below me loudly crashing against the soft, golden sand. Colourful flowers create a barrier between the edge of the bridge and the deep, blue sea. How beautiful they are! As I carefully take my first step I hear a voice inside my head. Stop, don't go any further, all is not what it seems.

Year 2 Writing Checklist

Working Towards the Expected Standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others	
spelling some common exception words*	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words	

Jamie: pupil scripts

Piece A: Short narrative

Standing on the toll cliff neyer
the see and their was a Seemoster.
I called the boys owver and told
them my riendishly, clever plan.

Fuerst I will need sever bothboms.
To make a Severbothbom
you need Severs from a
part. I slid and then I sor
the seedrigo and then the boys
said drop the bothboms.
His tung felt tingly and tickley.
He had swmd awye and we
said awer plan wuct.

Piece C: Letter

The Barracks Hospital
Safarj Turkey 1st Decembe
1854

Dear Mother and Father

I am writing to tell you I have arrived
safely.

When I arrived there was a bad smell. There
were no beds and no clean bandages. There
were lots of rats scuttling around the wounded
soldiers. I worked hard to help the wounded soldiers
the nurses helped me too.

As I write the sun is setting. and I am
going to say good night to the soldiers.

Lots of love

Florence

Year 2 Writing Checklist

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Piece C: Narrative

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC!
said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were ~~very~~ deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and ~~the~~ the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver ^{one} which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Year 2 Writing Checklist

Working at Greater Depth within the Expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{get} some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

"Go to your room without any of your favourite scrumptious dinner!" Shouted Poppy's mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptious dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, waddy clouds. Poppy decided to climb it.

Up... up... up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a hummingous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.

"Oh my!" cried Poppy's mum happily.

"What a lucky escape that was!" thought Poppy.

Piece F: Narrative

Once upon a time there was a badger who always ^{was} hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~of~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel bragged it up to her tall, dark, tree to share with her pesky children. OH, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, dead pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the ^{golden} sand or the slimy, green seaweed. The bouncy frog was about to take a big, humungous bite when a scooter rushed and just wanted to get past, so there were black, squish marks on the sandwich. "Oh, ~~we~~ can't eat it now," muttered the frog, "It's too disgusting!!!!"

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ant's nest, because an electric aeroplane scared the daughter's crow. "Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~tuckety~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there. "Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some ^{smelly} bins, ~~dirty~~

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.