

## Year 2 Long Term Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 Targets		Phase 2 Targets Keep referring back to Phase 1		Phase 3 Targets Keep referring back to Phases 1 & 2	
<ul style="list-style-type: none"> <li>-Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>-Spell by learning new ways of spelling phonemes for which one or more spellings are already known</li> <li>-Spell common homophones</li> <li>-Spell common exception words taught so far</li> <li>-Add suffixes to spell longer words, including -ly</li> <li>-When planning, write down ideas and/or key words, including new vocabulary</li> <li>-Be able to edit and make corrections to their writing</li> <li>-Be able to re-read writing to check it makes sense</li> <li>-Be able to write with a clear opening</li> <li>-Be able to write with a clear ending</li> <li>-Be able to write questions beginning with who/what/when/where/how</li> <li>-Be able to write statements and understand what is meant by a statement</li> <li>-Use capital letters, full stops, question marks and exclamation to demarcate sentences</li> <li>-Use coordinating conjunctions (or/and/but)</li> <li>-Write expanded noun phrases to describe and specify</li> <li>-Use the present and past tenses correctly and consistently</li> <li>-Use -ly to turn adjectives into adverbs - slow/slowly</li> </ul>		<ul style="list-style-type: none"> <li>-Use the possessive apostrophe (singular)</li> <li>-Add suffixes to spell longer words, including -ful, -less in order to create adjectives</li> <li>-Be able to spell and use a range of contracted forms</li> <li>-Be able to proof read for errors in spelling, grammar and punctuation</li> <li>-Use a variety of adventurous vocabulary appropriate to the writing</li> <li>-Be able to link sentences through the use of pronouns and adverbials where appropriate</li> <li>-Be able to write exclamatory sentences with 'what' or 'how'</li> <li>-Be able to write commands using imperative form of a verb</li> <li>-Use a variety of subordinating conjunctions including when, if, that, because</li> <li>-Use commas to separate items in a list</li> <li>-Use apostrophes to mark where letters are omitted in spellings</li> <li>-Use the suffixes -er, -est in adjectives</li> </ul>		<ul style="list-style-type: none"> <li>-Add suffixes to spell longer words -ment, -ness</li> <li>-Be able to write from memory sentences dictated by the teacher</li> <li>-Be able to use a variety of prepositions including behind, before, above, along</li> <li>-Be able to use sentences with different forms: statement, question, exclamation and command</li> <li>-Be able to use the progressive form correctly and consistently e.g. he was shouting</li> <li>-Use apostrophes to mark singular possession nouns</li> <li>-Be able to form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman</li> <li>-Be able to discuss and use within their writing nouns, noun phrases, compound, suffix, adjective, adverb, verb, tense, apostrophe and comma</li> </ul>	