



Year 2 Writing Workshop

Mrs Daly



Department
for Education

The National Curriculum

The Writing Strands

Writing is harder than reading: pupils are likely to be able to read and understand more complex writing than they are capable of producing themselves.

- Writing Transcription
- Handwriting
- Writing Composition
- Writing – vocabulary, punctuation and grammar

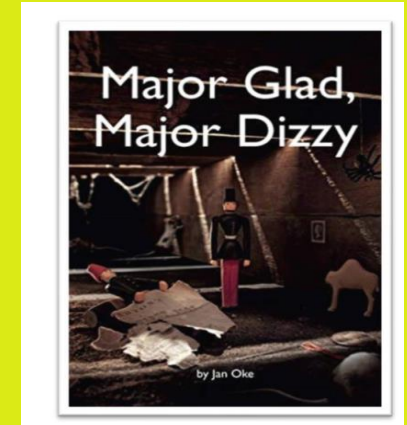
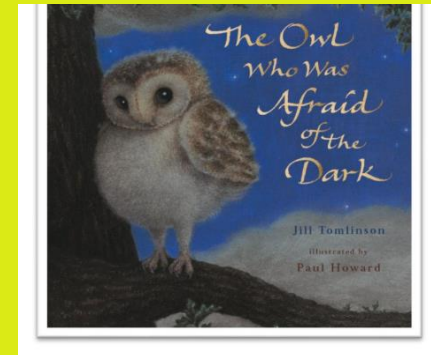
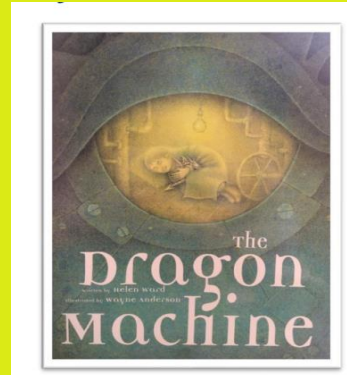
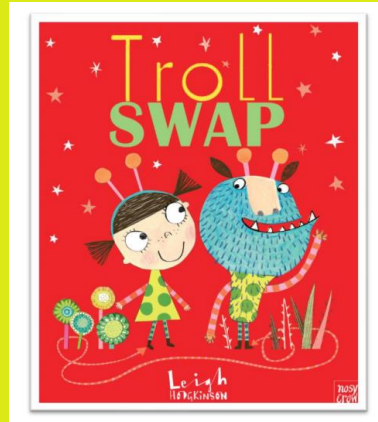
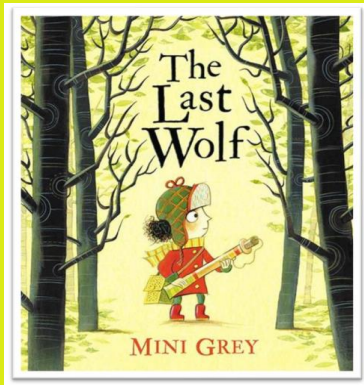
Year 2 Objectives...

Form nouns and adjectives using suffixes
Ad -er and -est to adjectives
Add -ly to turn adjectives into adverbs
Use punctuation correctly: full stops, capital letters, exclamation marks, question marks
Use punctuation correctly: commas for lists
Use punctuation correctly: apostrophes for contracted forms
Use punctuation correctly: apostrophes for the possessive (singular)
Write sentences with different forms: statement, questions, exclamation, command
Use expanded noun phrases to describe and specify
Use present and past tenses correctly and consistently
Use the progressive form of verbs in the present and past tense
Use sub-ordination (using when, if, that or because)
Use co-ordination (using or, and so, but)
Use homophones and near homophones

Write narratives about personal experiences and those of others (real or fictional)
Write about real events
Write poetry
Write for different purposes
Plan or say aloud what is going to be written about
Write down ideas, key words, new vocabulary
Encapsulate what is to be written, sentence by sentence
Make simple additions, revisions and corrections
Evaluate writing with the teacher and other pupils
Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
Proof-read to check for errors in spelling, grammar and punctuation
Read aloud with intonation

The Literacy Company

- *Pathways to Write* is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach.



Handwriting - Letterjoin

Choose a letter to watch

i l t u w e

c o a d n m h

◀ a b c d e ▶

Letter-join

- Patterns
- Easy letters
- Easy words
- Harder letters
- Harder words
- More letters >
- Phonics >
- Fun >
- Resources >
- Info

Choose a letter to watch

j y g q b p k

v s r f z x

◀ a b c d e ▶

Problems children face...

- Imagination
- Organisation
- Handwriting
- Stamina
- Spellings
- Self-esteem

How to inspire writing...

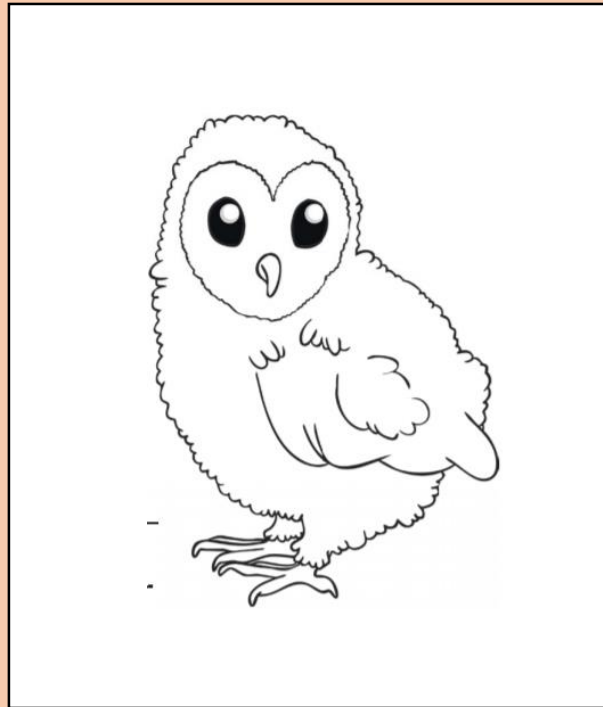
- Environment: candles, table, comfy chair, desk, timers (they can see the end, working to a goal), quiet, brightness of lights, sitting position, time with you or someone special to write together.
- Games: raisins for full stops, 'fastest writer first', writing stories together, roll a story (dice), writing about something that interests them (diary, story about a unicorn, fact file, poems etc.)
- Equipment: highlighters, pens, pencils, notebooks, laptop, dictionary, thesaurus, rewards (internal and external - praise, pride) writing 'caddy', post it notes etc!

Setting the example...

- Try to model, actively show children that you write. Even if sending an email, make it obvious that you are writing and need to write. This shows that they will need it in life!
- Write together. Let them help write the shopping list, a plan for the weekend, a recount of something they have enjoyed - keep these in little scrapbooks/folders for them to look back at.
- Ask for their help - show that its ok to ask for help and get stuck. "Do you know how to spell...". "Oh, I've made a mistake, never mind..." problem solve out loud.

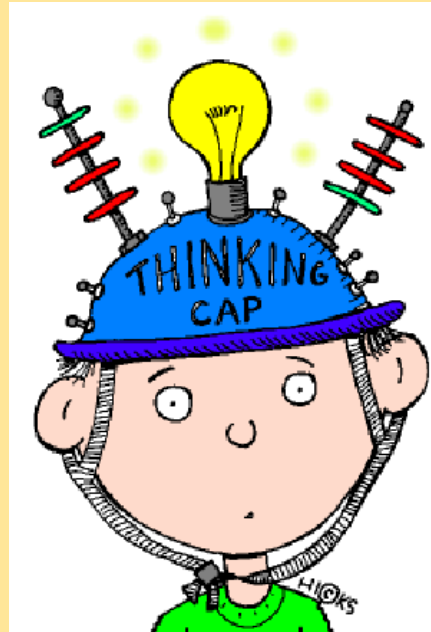
Activity 1 - Vocabulary

Complete a 'role on the wall' for the character 'Plop' from the Owl Who Was Afraid of the Dark.



Activity 2 - Grammar

Sort out the words into groups... without knowing what the groups are!



Activity 3 - Punctuation

Add as much correct punctuation as you can, for each correct punctuation you add, take a piece of popcorn!



Activity 4 - Drama (Hot-seating)

Sit in the 'hot-seat' pretending to be Plop from The Owl who was Afraid of the Dark and answer the questions your partner/group ask you!



Activity 5 - Editing

Be the teacher and use our marking policy to up-level the piece of writing.

There were lots of spiders in the attic.
Some thing was flaping its wings behind a l
enormas boxs. I wonder what is in that box
thought Elelott. He crept closer to open the
box but suddenly a ~~pjeon~~ pigeon came out
from behind the box. Go away! said Elleit
quietly. The ~~pjeon~~ pigeon # went out the
window. #Few siaaid Eloit that was close.