

Writing in Year 2 & SPAG Meeting

Our learning community respects, nurtures and inspires.

What are SATs?

- All children are assessed during the last term of year 2 to judge what they have learned over the course of key stage one (years 1 and 2).
- Teachers judge whether each child in their class has achieved the expected standards for the end of key stage one.
- Teachers will use a range of evidence to support their judgements, including the children's results in their national curriculum tests, as well as independent work in class.
- Teachers will judge what a child is able to do independently and align this with the national expectations for a child at the end of key stage one.

When and how do the tests happen?

- We will not tell the children they are being tested or call them tests.
- The children will work on the assessments in their own classroom in smaller groups to allow them to space out.
- The assessments will be timetabled across the weeks to prevent the children feeling overwhelmed. To them, it will be like a usual English or maths lesson.
- There is no writing test. The teachers will make a judgement using the children's writing over the course of year 2 **and the results of the English grammar, punctuation and spelling papers.**

What happens with the results?

- ▶ Unlike year 6 test results, year 2 results are not a definitive judgement. Teacher assessment can include all the work a child has done in key stage one and the test result merely supports this judgement.
- ▶ The school will report all the teacher assessments to the local authority by the end of June 2022; we do not need to report individual test scores.
- ▶ Teacher assessments of pupil attainment will be shared with parents in the school report at the end of the year
- ▶ This is also shared with the Junior School as part of our transition

SPAG (Spelling, Punctuation and Grammar)

- ▶ Optional paper.
- ▶ We administer the assessment in order to inform our teacher-assessed writing judgements.
- ▶ The test consists of two separate papers:
 - **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
 - **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

Spelling

- ▶ Children answer 20 questions
- ▶ Spellings are from both Year 1 and Year 2 spelling rules (inc. suffixes and prefixes)
- ▶ Dictation style sentences with the spelling word missing

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term,

er (/ə/)
ir
ur

	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
	girl, bird, shirt, first, third
	turn, hurt, church, burst, Thursday

oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore

aw
au
air
ear
ear (/ɛə/)
are (/ɛə/)

	saw, draw, yawn, crawl
	author, August, dinosaur, astronaut
	air, fair, pair, hair, chair
	dear, hear, beard, near, year
	bear, pear, wear
	bare, dare, care, share, scared

Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry

Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
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Year 2 Spelling Rules

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap

The // or /ə/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The // or /ə/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The // or /ə/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying

Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full	can't, didn't, hasn't, couldn't, it's, I'll

Homophones and near-homophones

It is important to know the difference in meaning between homophones.

there/their/they're,
here/hear, quite/quiet,
see/sea, bare/bear,
one/won, sun/son,
to/too/two, be/bee,
blue/blew, night/knight

Spelling Paper

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences.

1. I need to _____ my holiday suitcase.
2. The _____ is dark at night.
3. The snail hid inside its _____.
4. My friend has a new _____ sister.
5. After tea I will _____ Grandma.
6. My friend has brown _____.
7. A flock of geese is _____ overhead.

pack
sky
shell
baby
phone
eyes
plank
money
talk

Qu.	Spelling	Mark	Content domain reference
1	faster	1	S7 - Adding -er and -est to adjectives where no change is needed to the root word
2	sunny	1	S26 - Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
3	face	1	S15 - The /s/ sound spelt c before e, i and y
4	group	1	S8 - Vowel digraphs and trigraphs
5	fingers	1	S5 - Adding s and es to words
6	paints	1	S8 - Vowel digraphs and trigraphs
7	kitten	1	S11 - Using k for the /k/ sound
8	thanked	1	S6 - Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
9	Saturday*	1	S13 - The days of the week
10	sweets	1	S8 - Vowel digraphs and trigraphs
11	baking	1	S25 - Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

Year 2 Punctuation and Grammar

▶ Grammar and Punctuation Paper

- ▶ 20 questions
- ▶ Word classes, tenses, sentence types, punctuation, suffixes/prefixes, plurals, contractions, conjunctions

Understanding of grammatical terminology

► How many of these do you think you know?:

- A verb...
- A noun...
- An adjective...
- An adverb...
- A root word...
- A contraction...
- A suffix...
- A prefix...
- A homophone...
- A pronoun...
- A coordinating conjunction...
- A subordinating conjunction...

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.

SPAG Paper 2



3 Which sentence is a **command**?

Tick **one**.

Pack away your paints now.

☐

You should be proud of your work.

☐

Will you show me your painting?

☐

That's your best work yet!

☐

4 Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are fall _____ to the ground.

12 Circle the correct verbs so that the sentence is in the **past tense**.

The sun

is	was
----	-----

 shining and Mia

played	plays
--------	-------

in the garden.

13 Circle the **two** verbs in the sentence below.

I ran up the stairs and opened the door.

14 Which sentence uses an **apostrophe** correctly?

Tick **one**.

Lucy's bag is green and has lots of pockets.

☐

Lucys' bag is green and has lots of pockets.

☐

Lucys bag is green and has lot's of pockets.

☐

Lucys bag is green and has lots of pocket's.

☐

15 Add one **comma** to the sentence below in the correct place.

The museum shop sells posters mugs and badges.

16 Circle the **full stops** that are in the wrong places.
One has been done for you.

My classroom is oquite big. There are some colourful paintings
on the walls. My best friend. Ahmed painted one of them.

17 Write the words did not as one word, using an **apostrophe**.

I _____ think my sandcastle would win a prize.

Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

Write **s** or **es** to make each word a plural.

fox_____

card_____

match_____

Tick the correct word to complete the sentence below.

I hope _____ we will play musical chairs at the party.

Tick **one**.

when

☐

if

☐

that

☐

because

☐

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

☐☐☐☐

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will

it's

you have

I'll

it is

didn't

did not

you've

Writing

- ▶ Children's writing is assessed against the Teacher Assessment Framework
- ▶ Children should be a secure fit at the standard they are assessed
- ▶ Children may have one significant weakness in writing
- ▶ 'Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of the pupil's overall attainment in English writing. A teacher should still assess a pupil against all of the 'pupil can' statements within the standard at which they are judged, and a pupil's writing should meet all of the statements, as these represent the key elements of the national curriculum. However, a teacher's professional judgement takes precedence and this will vary according to each pupil.'

When moderating, teachers:

- ▶ Read the child's work aloud to see for sense and cohesion
- ▶ Look more closely against the standards for that piece of writing
- ▶ A wide range of writing is moderated
- ▶ Different writing genres are expected (recount, narrative, description, explanation, letter, information, instructions, reports, poetry)

Year 2 Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- ▶ • write sentences that are sequenced to form a short narrative (real or fictional)
- ▶ • demarcate some sentences with capital letters and full stops
- ▶ • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- ▶ • spell some common exception words*
- ▶ • form lower-case letters in the correct direction, starting and finishing in the right place
- ▶ • form lower-case letters of the correct size relative to one another in some of their writing
- ▶ • use spacing between words.

Piece B: Short story

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a morning swim. It was only a quick one. Suddenly Traction Man heard someone screaming Help! Help! He flew upstairs to see what was going ~~on~~ on.

He must use all his strength to kick open the door. He finally got in side there. He saw the Sping getting hurt a lot.

The Sping was really sad and angry. Traction Man saw that the evil tap was running all over the Sping.

So Traction Man turned on the shower on to cold and sprayed it at the evil tap. I ~~was~~ and saved the day. I wonder what ^{you} we would do tomorrow?

Piece C: Letter

The Barracks Hospital
Safar, Turkey 1st Dec 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. 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

Piece F: Character description

Hiccup has soft brown hair and it is short. He has a sheel because if he is in dayjer. Hiccup can site them back. Also he has sparkley bright green eyes. He yowls his sword to fit bad gise. Hiccup is smol. Hiccup is a wise person. Hiccup has fluffy boots. he has a fluffy jacket. Hiccup is a lovely boy. Hiccup is caring and kind. Hiccup has the shimmie sword and it is sharp. Hiccup has a dark green tunic. He also is wearing black jeans and he looks warm. He has a peg leg. Hiccup has a clean shell and his sword is shinier than gold. His shell has patterns on his shell too.

Piece D: Instructions

1. Look in the dragon's eyes and say sit
2. Lie down you get a treat and put it in your hand and clasp your hand. Place it down and say lie down and then give the treat to your dragon.
3. If you want to make your dragon to stay you put your hand in front of you and say stay.
4. I put my one finger up and turn it round and round and the dragon turned around and he did it.

J

On Thursday morning we
went to J.

It took us about 45 minutes
to get there.

On the coach I fell asleep.

When we got there we were
to see the big telescope.

The telescope was white and
Mrs. took a better grasp of it.

After that we ate our lunch on the
benches. We had sandwiches, an

apple and a cookie. It was yummy.

Then it was time to go back
to school on the coach.

I was very tired. It was
fun.

Key stage 1 exercise 3

Pupil B - Piece B: a narrative

Context: after reading the story 'Bob and the Moonbees Mystery' (Simon Bartram), pupils were asked to create their own version of the story based on a planet of their choice.

It was Friday morning in space.

Jimmy from Jupiter ^{was} cleaning

the planet when he found

a glowing, sparsely coin

and a little fur came out

of the coin. Suddenly it

disappeared into a black hole

and what would happen next

That night Jimmy couldn't stop

thinking about the coin.

The next morning

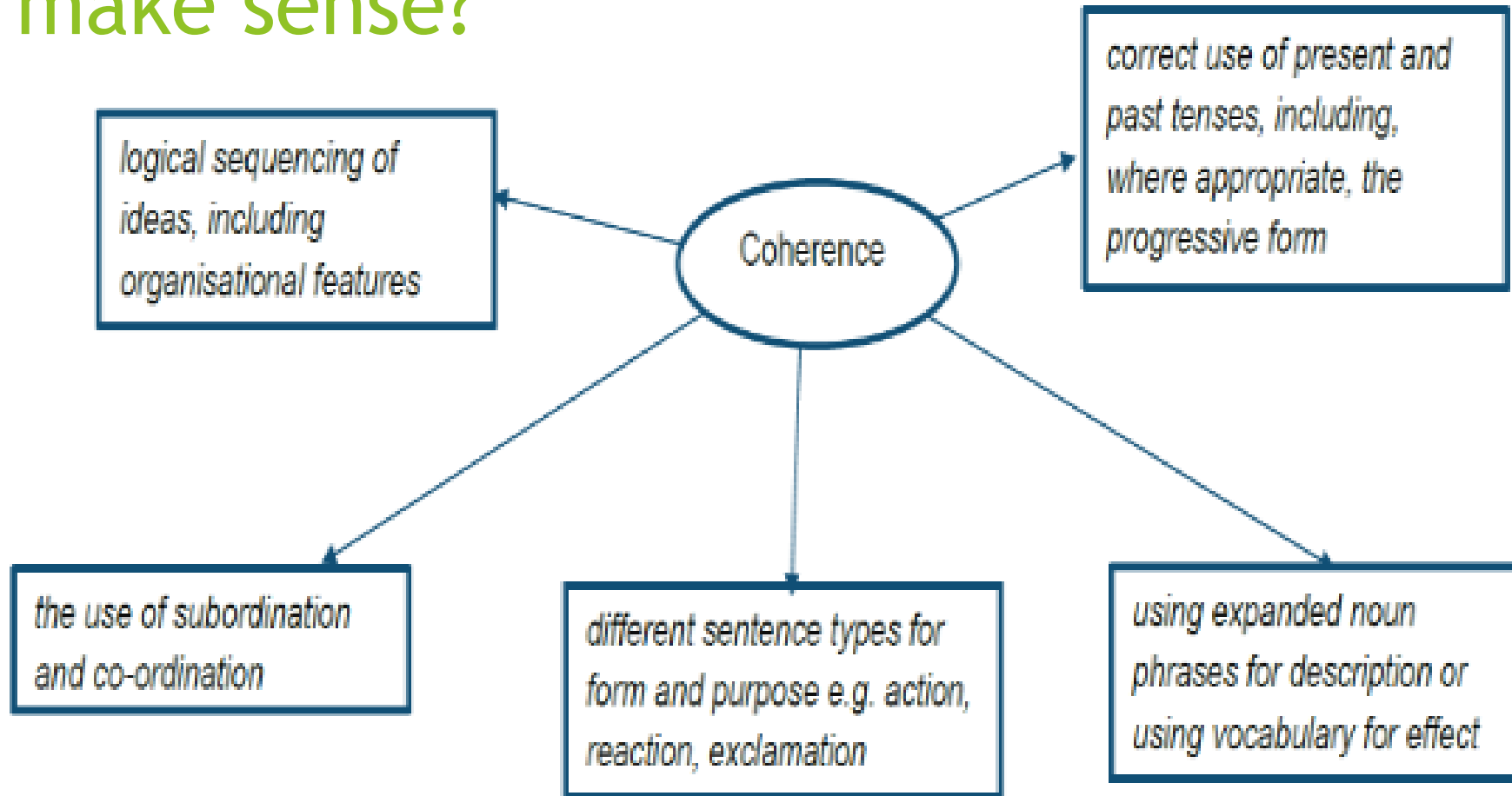
BANG BANG BANG!

Year 2 Working at the Expected Standard

The pupil can, after discussion with the teacher:

- ▶ • 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.

Most importantly - does their writing make sense?



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 pretty 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.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~which~~ 3 pins. ^{It} ~~it~~ was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? I thought Fred. He made jumpers, bread and butter ^{every thing} ~~down~~ that he had finish writing, the machine went boom. Fred was sad. ^{So} ~~for~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to knit} ~~to knit~~ his school jumper.

Piece A: Explanation

A Molkey fast machine

You plug in the machine. Then ^{you} switch it on. The ~~to~~ Molkey task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will ~~do the~~ ~~any~~ ~~any~~ ^{anything} you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

Piece B: Description (setting)

There were lots of spiders in the attic. Some thing was flapping its wings behind a * enornas box. I wonder what is in that box thought Eleet. He crept closer to open the ^{box} but suddenly a ^{pigeon} ~~pigeon~~ came out from behind the box. Go away! Seid Eleet quietly. The ^{pigeon} ~~pigeon~~ ~~se~~ went out the window. ^{W F} ^{al} Seid Eleet that was close.

Piece D: Letter and instructions

Dear Elliott We know what your machine is it's
a typewriter

How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to feed the paper into the typewriter
3. Next push the keys down ^{to print a letter} firmly
4. Now push the server lever down on the side of the typewriter

5. If you hear a ding that means ^{you are} ~~you~~ at the end of the line ding! ding!

6. You can't take any thing ^{away} or if you make a mistake! ~~backspace~~

I hope you learn how to use your typewriter
love from [redacted] xxx Now you can typ letters
to me.

Piece E: Description

My dragon is a fire dragon. his
breath can make cars sise like dinamite.
Ifx you make him angry, he will
breath rings of fire at you.
~~When~~ whenx he flys; he lights up
the sky it like the sun. He ^H lives
in the center of the sun. ^W when, he
goes goes to sleep the fire ^{the} un ~~the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!

Pupil C - Piece C: a recount

Context: after a school visit, the class was asked to write a brief recount of the journey. Pupils were encouraged to independently select and use sequential words or phrases.

Our trip to F— hall

On Monday 3rd June we went on a school trip. When the whole of year two approached to F— hall we took a walk around the shiny lake. After that me and the year group had a little walk and a man told us all about the indian ^{beaver} tree. Then we relaxed and had some biscuits and fruit. This is where we had the best bit we played a game of duck-duck goose and we lied down. Finally I had another nature walk around different types of flowers. ~~When we arrived back at school for lunch I felt very lucky.~~ We saw lavender, roses, small and big sized trees. When we arrived back at school for lunch I felt very lucky.

Pupil C - Piece E: a story

Context: following a class discussion on how animals, like people, have to live in habitats and try to get on with each other, the pupil asked if they could write their own story during a 'free-writing' session about a mischievous bat. The pupil animatedly read the story to a group of children in an early years' class.

In a gloomy forest lived a mischievous bat swooping in the sky trying to find food. He had ears that looked like ice and wings that protected him like umbrellas. Then bat found a tree to sleep on but a selfish woodpecker was there! The woodpecker looked at the bat. She didn't care! She squeaked and the baby woodpeckers were screaming even louder it nearly made bat fall off the tree. He got so very annoyed that he couldn't go back to sleep. After a few minutes mother woodpecker was pecking on the tree trying to get a worm to eat. She woke bat up again and the baby woodpeckers were screaming because they wanted food. She came back out again and screamed so loud that he made him hess. cssssss! So in the night he went on a night shift. He went and got some food and gathered it. He made sure mother woodpecker wasn't looking and then he gave them food.

Year 2 Working at Greater Depth Standard

- ▶ The pupil can, after discussion with the teacher:
 - ▶ • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
 - ▶ • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly^
 - ▶ • spell most common exception words*
 - ▶ • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
 - ▶ • use the diagonal and horizontal strokes needed to join some letters.
- ▶ **Children who are Greater Depth writers are greater depth readers. They use their reading to inform their writing.**
- ▶ **They write at length and display stamina.**
- ▶ **Their writer's voice comes through.**

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 ^{for} 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 skubbaht with Poppy. She throw 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, cuddly 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.

Porchester Castle

Introduction

Yesterday I went to the old stony Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxx. On the way we sang Wheels on the Bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very edgy because I couldn't wait ^{to see} what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Down the spiral.

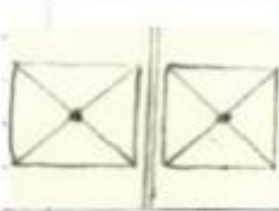
Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

At Porchester castle museum.

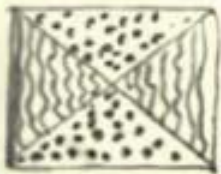
After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.



every line.

How to make a Paper windmill

1. Get two pieces of paper and draw a bit with an X cross with a dot in the middle of



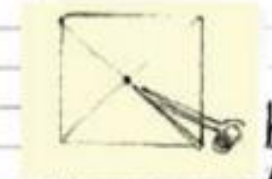
2. Draw some decorations on one side and on the other side leave it blank so how it is.



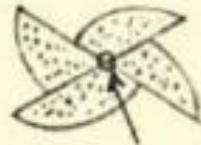
3. Put the two pieces in front of you to make sure you have got both of them.



4. Stick the decorated bit on front of the not decorated bit and stick it on.



5. Cut the lines of the cross but only to the ~~line~~ you did in the middle and cut it to there. Also, cut the squares with it.



6. Fold these bits ^{carefully} ~~slowly~~ to the middle like this in the picture, so you get it right.



7. Put a pin in the middle, so the bits that you fold don't explode and you have to do it again.



8. Get a pencil with a rubber bit and go through the rubber until it sticks.



9. Then you have got a paper windmill and when you twist it it turns around quickly!

Piece D: Letter

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} ~~am~~ sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~scath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Examples of words containing suffixes

ful	ness	ly	ment	less
spiteful	illness	slowly	statement	careless
painful	quietness	lovely	refreshment	thoughtless
watchful	fatness	quickly	disappointment	homeless
mouthful	closeness	sadly	engagement	lifeless
fearful	kindness	strangely	development	fearless
stressful	freshness	coldly	placement	jobless
delightful	rudeness	cleverly	amazement	thankless
cheerful	sadness	brightly	replacement	headless
thankful	boldness	shyly	punishment	speechless
wonderful	wetness	quietly	enlargement	endless
hateful	darkness	sweetly	entertainment	hopeless
harmful	goodness	softly	achievement	helpless

Cursive handwriting

National Curriculum

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

Helping with writing at home

- Practise and learn weekly spelling lists - make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Send writing in from home for show and tell

How can you help at home

- Ensure your child has the best possible **attendance** at school.
- Ensure your child has a **good routine** before and after school.
- Promote our **characters of learning** at home.
- Support your child with any **homework** tasks.
- Complete any practice papers and return with any notes on how your child found the paper.
- Read the **weekly newsletters**.
- **Communicate with us** and send any questions or queries through to office admin email or catch us at the end of the day.



Any questions?