

Year 2 Planning Platform

Herts for Learning have produced these 'Planning Platforms' to support teachers with their daily planning and teaching of writing against the expectations of the 2014 National Curriculum.

They provide full curriculum coverage for individual year groups, unpicking in detail the statutory statements so that teachers can be confident they are able to offer appropriate stretch and challenge across the learning needs of their classes.

Where relevant, we have included example sentences illustrating the expectations of a statement. These will support teachers with modelling, planning and text selection, ensuring that the pitch is appropriate. At the end of the document we have included a selection of texts that informed these examples. They can be read online by hovering a cursor over them.

The Platform can be printed either with, or without these exemplified sentences.

For ease of use, the objectives follow the layout of the 2014 National Curriculum as follows.

Composition Planning Drafting and writing Evaluating and editing
Vocabulary, grammar, and punctuation
Handwriting
Transcription

Spelling objectives have not been reproduced in full, but the relevant section from the 2014 National Curriculum's English Appendix 1: Spelling, follows the Platform for each year group.

The Herts for Learning Teacher Assessment Framework for years 1 - 6 (available as a separate document) can be used to measure attainment against year group expectations for writing.

Composition

Plan

- use a shared text as a model for writing
- plan or say out loud what they are going to write about, including writing based on personal experiences
- write down ideas, and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence

Draft and write

- write own narratives with a sequence of events
- include story language and patterns
e.g. They looked under the bed and they looked in the box. It was nowhere to be found. They looked in the trees and they looked in the bushes. It was nowhere to be found.
Harish clambered up the steep steps after the Giant ...higher, and higher, and higher, and higher ...

until they came to a locked door..

Deep in the forest lived a rabbit called Dean.

- re-tell/imitate/adapt familiar stories with events in sequence include some dialogue
e.g. include main events in sequence; focus on who is in the event; where events take place and what happens
- explore characters' feelings and situations in stories, using role play and oral rehearsal
- describe characters and setting
e.g. Some mountains appeared on the horizon. Kayleigh was very happy as she drifted towards them.
Logan was very excited, but he didn't run ahead. He stayed with his family as they walked to the park.
When Aunty Flo took Freya into the school hall, her heart sank. It was full of children and they were all looking at her.
- write about real events
e.g. recounts from a trip; descriptive writing following walk in the woods
- write for different purposes
e.g. a simple information text incorporating labelled pictures and diagrams; a thank you letter; a book review
- establish the basic purpose of a text, using some relevant features
e.g. addressing reader in a letter; non-chronological report
- assemble information on a subject .
- convey information and ideas in simple non-narrative forms
- listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some
- write poetry
- use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions
(see vocabulary / grammar section for detail of year group expectations)
- choose appropriate words and phrases to describe
e.g. Lions are wild animals with large, sharp teeth.
The coach journey was long and boring.
Now the trees looked bare and scrappy.
His belly was empty. It rumbled and churned.
- begin to select words for effect from a range provided
When selecting words and phrases for effect, children should be encouraged to consider the needs of the reader and/or the purpose of the text.
Reading age-appropriate texts and discussing examples from these will support understanding and application.
(see vocabulary / grammar section for detail of year group expectations)
- begin to vary sentence openings
When choosing sentence structures, children should be encouraged to consider the effect on their audience. Reading age-appropriate texts and discussing examples from these will support understanding and application.
(see vocabulary / grammar section for detail of year group expectations)

- include some details in both narrative and non-fiction writing
*e.g the dark wood, the deep water,
very scared, really happy,
lovely day*

Evaluate and edit

- proof read for errors in spelling, grammar and punctuation
- re-read to check that their writing makes sense, and that tenses are consistent
- evaluate their writing with the teacher and other pupils
- read aloud what they have written with appropriate intonation to make meaning clear to the audience

Vocabulary, grammar and punctuation

- use single clause sentences
*e.g. Bella watched everything.
Nathan lifted down a big picture.
There were a lot of people in the shop.
Sometimes he gave him rides in a trolley.*
- and multi-clause sentences using coordinating conjunctions
*e.g The animal was strange but very beautiful.
Tarif went everywhere in the crowd but he couldn't see Mum and Dad.
He stopped crying and put out his hand to stroke her beautiful, soft furry ears.*
- use some multi-clause sentences using subordinating conjunctions
*e.g. Harvey didn't have a whole ice-cream to himself because he was too messy.
He had nearly finished his dinner when a huge hand tried to steal his burger!
I will buy you a scooter if they don't cost too much.*
- use sentences with different forms: statement,
*e.g. The ship sailed across the sea.
Orla's hat is very floppy.
My sister is the funniest girl in the world*
question,
*e.g. What do sharks eat? Would you like a slice of cake or some strawberries?
How can we escape the giant?* exclamation, *e.g. What a lovely day we had! How funny they all were!* command. *e.g. Get all of your equipment ready first. Don't touch the tigers. Climb down slowly please.*
- punctuate sentences using full stops, capital letters, exclamation marks, question marks
- use apostrophes for contracted forms
*e.g. It's dark in here.
He couldn't believe his eyes!
Guinea pigs don't like the cold or the damp.*

and the singular possession

Rapunzel's hair was long and beautiful.

The school's gate is locked at 9.00am.

The elephant's ears were extremely big.

One day a strange man arrived in Maya's town.

- use commas in lists

e.g. She took her grandmother some cake, apples and fresh milk.

In the cupboard there was a pile of books, two balls and a sharpener.

- expand sentences using the co-ordinating conjunctions or, and, but

e.g. The worker bees work extremely hard gathering pollen but they do not live very long.

She didn't know whether she should run or find a place to hide.

These sharks can grow up to 18 metres long and have as many as 300 babies.

and subordination using when if, that, because

e.g. The honey bee makes a buzzing noise when it flaps its wings.

Sara should run away if they come back.

He sang so well that everybody cheered.

The whole village knew it was the lion because he left his pawprints behind.

- use appropriate adjectives and adverbs to give essential information

e.g. plain flour rather than flour or fluffy white flour.

Collect bugs from the long grass rather than the grass or the beautiful grass.

After that he ran home in tears.

The dark chocolate melted quickly and the marshmallows melted more slowly.

- use expanded noun phrases to describe and specify

e.g. Lexi picked a huge bunch of poppies for the painter and put them in a big yellow pot.

Rowan climbed up the huge chair leg and saw the giant with the sack of stolen pies.

- use some features of standard English

e.g. .because not coz; he did not he done

- learn the grammar for Y2 from English Appendix 2

- use the present and past tenses correctly and consistently

e.g. Khybo is grumpy.

I have a rabbit at home.

There are several types of bees.

Some bees make honey and some build things.

The bees left their hive and flew into the woods.

Khybo was cheerful.

My rabbit had lots of babies.

- use the present progressive and past progressive forms

e.g. The clown was making the people laugh.

Dogs love walking and taking them out is half the fun of keeping them.

- use and understand the grammatical terminology found in English Appendix 2 in discussing their writing

Handwriting

- form lower-case letters of the correct orientation and size relative to one another
- start writing at the middle or top of the letters and leave the end ready to join later
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- 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 un-joined
- use spacing between words that reflects the size of the letters

Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which one or more spellings are already known
e.g. 'n' sound – knock, knee, knaw; 'j' sound – giant, huge, fudge; 'll' sound – little, tunnel, hospital, pencil.
- spell most words relating to the statements from previous year groups correctly
- apply spelling rules and guidance, as listed in English Appendix 1
- spell some words with contracted forms
e.g. can't, didn't, hasn't, couldn't, I'll, doesn't
- learn some common homophones and near homophones
e.g. there, they're, for / four; see / see; quite / quiet
- add suffixes to spell some words correctly in their writing
e.g. -ment ; -ness , -ful, -less, -ly.
They were filled with excitement.
Great enjoyment was had by all.
The lake was peaceful.
He felt dreadfully sick after eating three cream eggs.
The lion cubs played happily in the sunshine.
The knight was fearless.
Cinderella had never known such kindness.
- spell common exception words

Please refer to additional spelling guidance 2014 National Curriculum English Appendix 1 at the end of this document

