

St Mary's Catholic Primary School

Living and Learning Together – Shining in our Faith



Key Learning in Writing – Years 2 & 3

Key Learning in Writing: Year 2	Key Learning in Writing: Year 3
Composition -Vocabulary, grammar and punctuation	Composition -Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> Secure the use of full stops, capital letters. 	
<ul style="list-style-type: none"> Secure the use of exclamation marks and question marks. 	
<ul style="list-style-type: none"> Say write and punctuate simple and compound sentences using the joining word <i>and</i>. 	
	<ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences.
<ul style="list-style-type: none"> Say write and punctuate simple and compound sentences using the joining words <i>but, so and or</i> (co-ordination). 	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>when, if because, although, while, since, until, before, after, so, as</i>
<ul style="list-style-type: none"> Use sentences with different forms: statement, question, command, exclamation. 	
<ul style="list-style-type: none"> Use commas to separate items in a list. 	<ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i>
<ul style="list-style-type: none"> Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll.</i> Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> 	
<ul style="list-style-type: none"> Use subordination for time using <i>when, before and after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> 	<ul style="list-style-type: none"> Identify, select, generate and effectively use prepositions for <i>where</i>, e.g. <i>above, below, beneath, within, outside, beyond.</i>
<ul style="list-style-type: none"> Use subordination for reason using <i>because and if</i>, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> 	
<ul style="list-style-type: none"> Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> 	
<ul style="list-style-type: none"> Select, generate and effectively use verbs. 	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have and has</i> to indicate a completed action, e.g. <i>He has gone out to play (present perfect) instead of he went out to play (simple past).</i>
	<ul style="list-style-type: none"> Use the determiner <i>a or an</i> according to whether the next word begins with a consonant or vowel, e.g. <i>a rock, an open box.</i>

<ul style="list-style-type: none"> Explore the progressive form of verbs in the present tense, (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. 	
<ul style="list-style-type: none"> Use past tense for narrative, recounts and historical reports. 	
<ul style="list-style-type: none"> Use present tense for non-chronological reports and persuasive adverts. 	
<ul style="list-style-type: none"> Select, generate and effectively use nouns. 	
<ul style="list-style-type: none"> Add suffixes <i>ness</i> and <i>er</i> to create nouns, e.g. <i>happiness, sadness, teacher, baker</i>. 	<ul style="list-style-type: none"> Explore and collect nouns with prefixes <i>super, anti, auto</i>.
<ul style="list-style-type: none"> Create compound words using nouns, e.g. <i>whiteboard and football</i> 	<ul style="list-style-type: none"> Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.
<ul style="list-style-type: none"> Select, generate and effectively use adjectives. 	
<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for specification)</i>. 	
<ul style="list-style-type: none"> Add suffixes <i>ful</i> or <i>less</i> to create adjectives, e.g. <i>playful, careful, careless, hopeless</i>. 	
<ul style="list-style-type: none"> Use suffixes <i>er</i> and <i>est</i> to create adjectives, e.g. <i>faster, fastest, smaller, smallest</i>. 	
<ul style="list-style-type: none"> Select, generate and effectively use adverbs. 	<ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>.
<ul style="list-style-type: none"> Use suffix <i>ly</i> to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully</i>. 	
Composition Planning	Composition Planning
	<ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
<ul style="list-style-type: none"> Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. 	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.
Drafting and Writing	Drafting and Writing
<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing. 	
<ul style="list-style-type: none"> Develop a positive attitude to writing. 	
<ul style="list-style-type: none"> Develop stamina for writing in order to write at length. 	
<ul style="list-style-type: none"> Write about real and fictional events. 	<ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Create and develop plots based on a model.
<ul style="list-style-type: none"> Write simple poems based on models. 	
	<ul style="list-style-type: none"> Improvise, create and write dialogue.
	<ul style="list-style-type: none"> Generate and select from vocabulary banks, e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type</i>.
	<ul style="list-style-type: none"> Use different sentence structures (see VGP).
<ul style="list-style-type: none"> Make simple notes from non-fiction texts, e.g. highlighting and noting key words. 	<ul style="list-style-type: none"> Group related material into paragraphs.

	<ul style="list-style-type: none"> Use headings and sub headings to organise information.
<ul style="list-style-type: none"> Use specific text type features to write for a range of audiences and purposes, e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> 	
Evaluating and editing	Evaluating and editing
<ul style="list-style-type: none"> Evaluate their writing with adults and peers 	<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose. 	<ul style="list-style-type: none"> Discuss and propose changes with partners and in small groups.
<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> Improve writing in the light of evaluation
<ul style="list-style-type: none"> Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i> 	
Performing	Performing
<ul style="list-style-type: none"> Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class.
Transcription - Spelling	Transcription - Spelling
	<ul style="list-style-type: none"> Use further prefixes <i>dis_</i>, <i>mis_</i>, <i>re_</i>, and suffixes <i>_ly</i>, <i>_ous</i>, and understand how to add them
	<ul style="list-style-type: none"> Spell words containing the /A/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i>
	<ul style="list-style-type: none"> Spell words with endings sounding like /ʒa/ e.g. <i>treasure, enclosure, pleasure.</i>
	<ul style="list-style-type: none"> Spell words with endings sounding like or /tʃa/, e.g. <i>creature, furniture, adventure.</i>
	<ul style="list-style-type: none"> Spell words with the /eɪ/ sound spelt <i>ei</i>, <i>igh</i>, or <i>ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i>
	<ul style="list-style-type: none"> Identify and spell irregular past tense verbs, e.g. <i>send/sent, hear/heard, think/thought</i>
	<ul style="list-style-type: none"> Identify and spell irregular plurals, e.g. <i>goose/geese, woman/women, potato/es</i>
<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. 	
<ul style="list-style-type: none"> Learn new ways of spelling phonemes for which one or more spellings are already known 	
<ul style="list-style-type: none"> Learn to spell common exception words (see below). 	
<ul style="list-style-type: none"> Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i> 	
<ul style="list-style-type: none"> Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> 	
<ul style="list-style-type: none"> Spell correctly and distinguish between homophones (e.g. <i>here and hear; sea and see; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet; one and won; are and our</i>). 	<ul style="list-style-type: none"> Spell homophones and near homophones.
<ul style="list-style-type: none"> Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies.</i> 	

<ul style="list-style-type: none"> • Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>. 	
<ul style="list-style-type: none"> • Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. 	
<ul style="list-style-type: none"> • Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. 	
<ul style="list-style-type: none"> • Use suffixes er and est, e.g. <i>faster, fastest, smaller, smallest</i>. 	
<ul style="list-style-type: none"> • Add suffixes ness and er, e.g. <i>happiness, sadness, teacher, baker</i>. 	<ul style="list-style-type: none"> • Add suffixes beginning with vowel letters to words of more than one syllable.
<ul style="list-style-type: none"> • Add suffix ment to spell longer words, e.g. <i>enjoyment</i>. 	
<ul style="list-style-type: none"> • Add suffixes ful and less e.g. <i>playful, careful, careless, hopeless</i>. 	
<ul style="list-style-type: none"> • Use suffix ly e.g. <i>slowly, gently, carefully</i>. 	
<ul style="list-style-type: none"> • Spell words with: <ul style="list-style-type: none"> - the /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i> - the /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i>. - the /j/ sound spelt wr at the beginning, e.g. <i>wrote, wrong</i>. - the /l/ or /al/ sound spelt –le at the end of words, e.g. <i>table, apple</i>. - the /l/ or /al/ sound spelt –el at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /al/ sound spelt –al at the end of words, e.g. <i>pedal, capital</i>. - the ending –il e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt –y at the end of words, e.g. <i>try, reply</i>. - The /j:/ sound spelt a before l and ll, e.g. <i>call, walk</i> - The /A/ sound spelt o, e.g. <i>mother, Monday</i> - The /i:/ sound spelt –ey, e.g. <i>key, donkey</i> - The /o/ sound spelt a after w and qu, e.g. <i>wander, quantity</i> - The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i> - The /j:/ sound spelt ar after w, e.g. <i>war, warm</i> - The /ʒ/ sound spelt s, e.g. <i>television, usual</i> 	
<ul style="list-style-type: none"> • Spell words ending in –tion, e.g. <i>station, fiction</i> 	
<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	<ul style="list-style-type: none"> • Use the first two letters of a word to check its spelling in a dictionary.
	<ul style="list-style-type: none"> • Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) – see below.
Transcription -Handwriting	Transcription -Handwriting
<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. 	

<ul style="list-style-type: none"> • Orientate capital letters correctly. 	
<ul style="list-style-type: none"> • Use capital letters appropriately, e.g. not always writing A as a capital, not using capitals within words. 	
<ul style="list-style-type: none"> • Write capital letters and digits of the correct size relative to one another and to lower case letters. 	
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Form and use the four basic handwriting joins.
	<ul style="list-style-type: none"> • Write legibly.

Word lists for reading and spelling

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	
