

Writing Support at Home

In Year 2 we are working hard to improve all aspects of our writing. We will be sending home a weekly writing task with a focus on writing a quality sentence. It will be linked to what your child has been learning at school. We think it is important for you to know what your child is aiming towards and to inform you we have included *some* of the objectives below.

Handwriting:

Expected Level: 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*

Higher Level (Greater Depth): All of the above* and use diagonal and horizontal strokes needed to join **some** letters

Structure of sentences:

Expected Level: by the end of the year then children are required to write simple, clear sentences that make sense. Using the past or present tenses correctly. Using adjectives to describe nouns i.e. The beautiful, strong butterfly flew. Use co-ordination (e.g. or/and/but) and some subordination (e.g., when/if/that/because) to join clauses. *

Higher Level (Greater Depth): all of above * and writers are required to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. For example, when writing a story based on a fairy tale children should use the language typical of a fairy tale whereas when writing a non-fiction piece children should write appropriate statements, mimicking typical features found in this style of text i.e. subheadings.

Spelling and Punctuation

Expected Level: demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Spell many common exception words (red/tricky Year 1 and 2 words). Use phonically plausible attempts to spell new words.

Higher Level (Greater Depth): all of above* and spell most common exception words (tricky/red words)

Add suffixes to spell most words correctly in their writing (e.g. -ment,-ness,-ful,-less,-ly*

Writing is really fun (trust us!) we use lots of games at school to get children to play with words so that putting pen to paper becomes easier. We find that quick-fire daily sentence starters can have an impact on children's writing. The ability to rapidly construct and vary sentences - almost without thinking about it - is one of the basic skills of writing we are aiming for children to develop in Year 2. Below are some games you could play at home. Some of which may be useful to help with the writing homework:

Dropping in

Provide a simple sentence and ask the children to 'drop in' a something extra, e.g. adjectives, adverb, a phrase or clause. Attaching a bit either end as well.

Bertie dug a hole.

Might become:

- Bertie dug a deep hole.
- Bertie rapidly dug a deep hole.

- Bertie, the farmer's dog, rapidly dug a deep hole.
- Bertie, the farmer's dog, rapidly dug a deep hole so he could bury his bone.

Animal game

Make a list of animals. The children have to write a sentence about each one - as playful as possible. Put in

certain criteria, e.g. use a simile, use two adjectives, use an adverb, use 'after', use 'when', etc.

Adjectives

Using pictures helps with this one. How many different adjectives can you list to describe a lion, snake, monkey...or any other noun!

Character description

Can you make an adjective bank to use when you are writing a character description? Here are some examples: Can you add to the lists?

- Eyes: cruel, mean, sly, sharp...
- Mouth: thin, mean, bitter...
- Hands: old, gnarled, withered...

What else would help with describing your character?

Change the ending

Provide a short sentence and ask the children to extend it by adding a chunk on at the end. Provide a list of ways, e.g. use a connective, add on an 'ing' chunk, add on a chunk using 'who, which, that when, while, where, before, after', etc.

Teddy closed the curtains.

This might become:

- Teddy closed the curtains when the fireworks started.
- Teddy closed the curtains while everyone was juggling.
- Teddy closed the curtains before the milkman came.

ABC

This one can be done in teams or in pairs. Write nouns on one side of the page and adjectives on the other side of children chose 1 word from each list to create a simile i.e. as cunning as a fox

Consequences - Each person takes a turn writing a word or phrase forming part of a set structure in order to build a story. It helps that everyone playing knows the first phrase of the story or there is a theme given. The paper is folded over after each phrase or word. The results can be very funny!