



Year 2 Writing

Butlers Hill Infant and Nursery School

Grammar

Key vocabulary

noun	A single word that names a person, place or thing. <i>e.g. Mr Smith, cat, house, table</i>
noun phrase	A group of words that describe a person, place or thing <i>e.g. the house, a dog.</i> Can be expanded by adding an adjective <i>e.g. the blue butterfly, the old man)</i>
statement	A sentence that gives you information and finishes with a full stop. <i>e.g. He walked to the park.</i>
question	A sentence that needs an answer and ends with a question mark. <i>e.g. Why are you here?</i>
exclamation	A sentence that starts with 'What' or 'How and has a verb in it. <i>e.g. What a lovely day it is!</i>
command	A sentence that orders you to do something. <i>e.g. Post the letter.</i>
compound	A compound sentence is one where the clauses are linked by co-ordinating conjunctions.
suffix	A suffix is a letter or group of letters that can be added to a word to make a new word. <i>e.g. fight fights run running</i>
adjective	A single word that describes a noun. <i>e.g. small, round, tall</i>
verb	A single word that describes an action. <i>e.g. jump, skip, shout, ride</i>
adverb	A single word that describes how a verb happens. <i>e.g. slowly, quietly, quickly</i>
tense	Tells us when an action took/takes/is taking place.
conjunction	A single word that joins (a joining word).
co-ordinating conjunctions	These join ideas. <i>and, so, but, or</i> <i>e.g. He played but fell over.</i>
subordinating conjunctions	These start an adverbial clause. <i>when, if, because</i> <i>e.g. They went in because it was raining.</i>
main clause	A complete sentence that makes sense on its own. Will only use the subject (green), predicate (orange) and stop (red) cards in RG.
adverbial phrase	Tells us where/when/how something happens. <i>e.g. It rained in the forest. At midnight, it was pitch black. Slowly, he skipped.</i>

Talk for Writing Approach

What is talk for writing?

Talk for Writing is a way of supporting the improvement of children's writing.

It develops their ability to 'read as writers' and enables them to explore the thinking and creative processes involved in generating and planning ideas and incorporating techniques learned from other writers into their own work.

It further allows children to rehearse the structure and sequence of a piece of writing and guides how the text should sound - its style and voice. It also encourages them to generate and rehearse appropriate language and grammar as they work collaboratively.

The storytelling and story-making approach involves:

- learning and repeating oral stories – using picture prompts (text mapping)
- building the confidence to develop them through telling
- extending this development into writing
- creating 'new' stories orally as a preparation and rehearsal for writing.

The development of storytelling is built through a 3-step sequence.

- Imitation: straight retelling of learned stories.
- Innovation: developing, extending and changing elements of a story.
- Invention: creating a 'new' story.



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Punctuation

Key vocabulary	Description	Examples
capital letter	Used at the start of a sentence.	He was ready for the party that afternoon.
ABCD	Used at the start of proper nouns.	They went to the Tower of London when they visited.
full stop	Used to show the end of a sentence.	They went for a long walk on the beach. The dog rolled in the muddy puddle.
question mark	Used to show a question.	What time do we need to get there? Where are we going this afternoon?
exclamation mark	Used to show exclamation (strong emotion).	What an incredible sight! Oh no! Help!
apostrophe	Used to mark where letters are missing in a spelling.	do not → don't cannot → can't is not → isn't will not
'	Used to mark singular possession in nouns.	→ won't the girl's name Peter's coat the boy's pencil
comma	Used to separate items in a list.	Mary bought eggs, milk, sausages and bread.
,	Used to separate two adjectives.	Thick, black dust covered every surface.
	Used at the end of a fronted adverbial.	In the morning, the sun rose in the sky.