



Mossfield Primary School Knowledge Organiser

Year 2 — Writing

Children in Year 2 will apply the following knowledge and skills to their writing throughout the year across the genres they encounter and in the wider curriculum



Key Learning

Handwriting

It is important you write all your letters the correct size and the right way around. This also includes capital letters and numbers.

Clear spaces between words need to be left so it is easy to read what you write.

Start joining your letters and understand which ones do not need to be joined.

Audience and Purpose

You will understand how to plan, write and improve your work by thinking about who will be reading it (the **audience**) and the reason for writing it (the **purpose**).



Proofreading

It is important you check every piece of writing for mistakes in spelling, punctuation and grammar; this is known as **proofreading**.

You also need to check you are using verbs correctly, for example: 'he walking to the shop' should be 'he walked to the shop'.

Statements .

Statements are sentences that explain a fact, idea or opinion. They end with a full stop.

It was really dark in the woods.
She had a beautiful purple feather in her hat.
The magician is tall and has long, wavy hair.

Questions ?

A **question** is a type of sentence where we ask for information about something. Often, but not always, question sentences begin with one of the following words: Who, What, When, Where, Why or How. Questions always end with a question mark.

How are you?
Who is that?
What is happening?

Commands .

Commands are a type of sentence in which someone is being told to do something. They start with an imperative (bossy) verb and end with a full stop.

Chop the onions.
Fry the ingredients in a pan.
Finally, season with salt and pepper.



Exclamations !

An **exclamation** is forceful statement which shows a lot of emotion or excitement. In primary school, we learn exclamations begin with 'what' or 'how'. Exclamations always end in an exclamation mark. It is important to remember exclamation marks are *not* just used when someone is shouting.

How exciting this holiday has been!
What a beautiful day!
What a lovely dress you are wearing!

Simple Sentences

A **simple sentence** has a subject and ONLY ONE verb, for example:

The girl sprinted after the tiger.
The cat purred.
Simple sentence = subject + ONE verb

Compound Sentences

A **compound sentence** is made when you join two main clauses with a coordinating conjunction, such as 'and', 'but', 'so' and 'or'.

A main clause is a group of words that contains a subject and a verb and can be a complete sentence on its own. For example:

I enjoy swimming and I also enjoy tennis.
My alarm went off but I stayed in bed.
It began to rain so I put up my umbrella.



Capital Letters and Full Stops

Capital letters must be used at the start of every sentence. They are also needed for proper nouns (names of people, days of the week, countries, businesses etc.)

Nearly every sentence ends with a **full stop**. They make your writing easier to understand and stop it becoming confusing.



Coordinating Conjunctions

We use **co-ordinating conjunctions** to join two parts of a sentence that are of equal 'weight' or importance. The four main coordinating conjunctions are 'and', 'but', 'so' and 'or'.

Subordinating Conjunctions

A **subordinating conjunction** introduces a subordinate clause (part of a sentence that does not make sense on its own). You need to be able to use subordinating conjunctions about:

- Time: 'when', 'before', 'after'
- Reason: 'because', 'when'
- As well as the word 'that' to add more information to your sentences

Commas ,

Commas make your writing easier to understand. One important place to use them is to separate items in a list.

When writing a list, you should put a comma between each item, except for the last item where you use 'and'.

I need to go to the supermarket to buy eggs, milk, bread, sugar and orange juice.

The four puppies were called Rover, Fido, Max and Spot.

Apostrophes '

Apostrophes are a type of punctuation mark. We use them in two ways: to show possession or to show contraction (or 'omission').

- Possession: An apostrophe can be used to show that one thing belongs to or is connected to something. This is called a possessive apostrophe, for example: The girl's name was Kirsty.
- Contraction: You can use apostrophes to show that you have omitted (left out) some letters when you are joining words together, for example: you + are = you're OR do + not = don't

Past, Present and Future Tense

When you are writing, you can use words that show if the events have already happened, are happening now or will happen in the future. We do this by changing the verb (the doing or being word).

The **past tense** is used for things that have already happened, for example: He was cold.

The **present tense** is used when something is happening now or when something happens regularly, for example: He is cold.

The **future tense** is used to talk about things that haven't happened yet, for example: He will be cold.

Word Classes

There are four main types of word in a sentence (noun, adjective, verb and adverb) and each has a different job.

A group of words that has the same job is called a **word class**.

- **Nouns** are the names places, people or things
- **Adjectives** usually describe a noun
- **Verbs** are doing or being words
- **Adverbs** usually describe a verb

Progressive Verb Form

The **past progressive** and **present progressive** verb tenses are used when we are describing actions that continue to happen in the past or present. Look at how these examples are different to the simple past/present tense:

Simple past: He shouted across the playground.

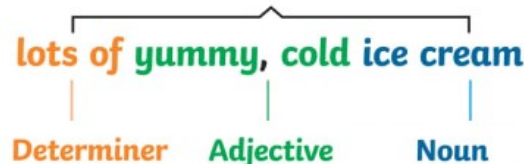
Past progressive: He was shouting across the playground.

Simple present: She walks quickly.

Present progressive: She is walking quickly.

Noun Phrases

Use **noun phrases** to give complicated information clearly and add detail to your writing. They describe a noun but do not contain a verb. They use adjectives and often add extra information with prepositions



Prefixes and Suffixes

Prefixes are groups of letters that change the meaning of a word when they are added to the start. Most prefixes mean a similar thing when they're added to different words.

Suffixes are groups of letters that go at the end of a root word, changing or adding to its meaning.

musician magician politician
 ruthless hopeless penniless joyless
 friendship fellowship companionship
 caution expedition petition sedition

Genres

Year 2 — Autumn Term 1

This term, Year 2 children will base their writing on the following genres

Focus: Winnie Visits The Seaside by Valerie Thomas (book); The Way Back Home by Oliver Jeffers (book)

Genre	Content
Narrative	Write own version of a story by changing the problem and ending
Descriptive	Setting description of under the sea Character description
Instructions	How to build a sandcastle
Letter	A formal letter to NASA

Genres

Year 2 — Autumn Term 2

This term, Year 2 children will base their writing on the following genres

Focus: Meerkat Mail by Emily Gravett (book)

Genre	Content
Narrative	Write a circular story where the plot ends where it began
Recount	Postcard from a character to family back home
Review	Book review
Poetry	List poem about bonfire night Repetitive poem

Genres

Year 2 — Spring Term 1

This term, Year 2 children will base their writing on the following genres

Focus: Beegu by Alexis Deacon (book)

Genre	Content
Narrative	Re-tell the story with themselves as the main character
Diary	An entry from the point of view of a character
Information text	A non-chronological report about space
Persuasive	A persuasive letter to Mr Magee
Instructions	Directions to help a character return home

Genres

Year 2 — Spring Term 2

This term, Year 2 children will base their writing on the following genres

Focus: *The Night Gardener* by the Fan Brothers (book)

Genre	Content
Descriptive	Negative setting description of a gloomy street
Recount/letter	Recount of an Easter Egg Hunt in the form of a letter
Journalistic writing	Newspaper report about unusual appearances
Poetry	Write a descriptive poem

Genres

Year 2 — Summer Term 1

This term, Year 2 children will base their writing on the following genres

Focus: Cave Baby by Julia Donaldson (book)

Genre	Content
Narrative	From the perspective of another character
Diary	An entry from the point of view of a character
Information text	A non-chronological report about the woolly mammoth
Poetry	A calligram (shape poem) about a cave
Review	Book review of Cave Baby

Genres

Year 2 — Summer Term 2

This term, Year 2 children will base their writing on the following genres

Focus: Trust Me, Jack's Beanstalk Stinks! By Eric Braun (book); Bog Baby by Jeanne Willis (book)

Genre	Content
Narrative	Write own version of a story by changing the problem and ending
Descriptive	Setting description of the castle
Persuasive	A persuasive letter about a misunderstood character
Explanation	How to look after a Bog Baby

Genre Content

Year 2

The following are key genres that will be mastered this year

Genre	Features
Narrative	<p>Narrative based on a familiar story with one or more elements changed. For example: a different character, setting, event or ending. Key narrative language used.</p> <p>Stories with patterned language and clear narrative structures both familiar and from other cultures.</p>
Instructions	<p>Instructions for a real purpose - recipe, plan, construction, game.</p> <p>A statement of purpose, list of materials/ingredients and steps in sequence.</p> <p>Final sentence which addresses reader - to advise, encourage, warn.</p>
Non-chronological report	<p>Opening general statement or question to hook the reader.</p> <p>Related material appropriately grouped</p> <p>Closing statement with interesting fact or related to reader.</p>
Poems to perform	<p>Calligrams.</p> <p>Poem based on simply structured example e.g. 1 noun, 2 adjectives, 3 adverbs, 4 verbs. Instructions for Growing Poetry by Tony Mitton.</p>