

# Turning Readers into Writers

Inspiring you to inspire your child

# Writing in Year 2

**So many things to think about!**

- What to say
- How to spell it
- Punctuation
- Handwriting
- Making it interesting
- Who or what is it for?

**No wonder writing is so hard.**

# Our targets at the end of Key Stage 1

## **Type of writing**

To be able to write for a purpose e.g. a story, a letter or an instruction.

## **Structure and organisation**

To write logical and well sequenced sentences that make sense.

## **Handwriting**

To write using cursive, legible handwriting.

## **Spelling**

To spell monosyllabic words correctly and make good attempts at more difficult words.

## **Punctuation**

To use capital letters, full stops and question marks accurately.

## **Interest**

To make our writing more interesting for someone else to read.

# Our tool box - VCOP

## **V**ocabulary

wow words, adjectives, adverbs,  
powerful verbs.

## **C**onnectives

joining with words other than  
'and'. For example - but, so, because,  
where, however, although, etc.

## **O**peners

How many different ways can you start a  
sentence?

## **P**unctuation

use a variety . ? ! “ ”

# Take some simple sentences

(an example from year 2)

i went to the park and saw some trees. It was windy. I saw my friend.

'VCOP' it!

- What did the trees look like?
- Where was the park?
- How did you travel there?
- What was your friend doing?
- Can you expand the sentence? - add more detail
- Can you start your sentence with another word?

# Wow what a difference!

i went to the park and saw some trees. It was windy. I saw my friend.

I walked to the local park and saw some tall, spiky, dark trees which were swishing in the wind. Suddenly, I saw my friend who was riding her new bike.

- ✓ Interesting vocabulary to add detail
- ✓ Connectives to expand short sentences
- ✓ Different openers for each sentence
- ✓ Correct punctuation

# **So how can I help my child ?**

**Read, read, read - good writers are good readers.**

**Ask questions about the story.**

**Why did the character say that?**

**Why did he/she feel like that?**

**How do you think they felt when that happened? Etc.**

**What does this word mean?**

**Can you think of another word that means the same?**

**What do you think happens next?**

**Why has the author used this word?**

**Can you find any adjectives, verbs or adverbs in the story? Can you replace them with any others that are better?**

# When Writing...

- Encourage your child to rehearse their sentence out loud and think of ways to improve it.
- Ask questions ?????
- What did it look like? *Add an adjective – amazing, calm*
- How did he do it? *Add an adverb – quickly, slowly*
- What were they doing? *Use a powerful verb – Shouting, jumping*
- Can you think of a more interesting word? **WOW WORD**  
Encourage the use of a dictionary or thesaurus.
- Can you start your sentence with a different word this time?

# and then and then and then..

- Can you find a different word to join your sentences? Think of interesting connectives.
- What does your sentence need at the beginning? *A B C*
- What does it need at the end? *. ? !*
- Encourage your child to use interesting words and make a sensible attempt at spelling them.

# **Boring and accurate or interesting and inaccurate....**

**It's hard to get everything right..**

We aim for a mixture - try to get a balance of accurate and exciting writing, with an increased awareness of writing for a purpose and an enjoyment of writing.

# In Key Stage Two...

- We continue from Key Stage One. We expand on VCOP and revisit phonic work where necessary.
- We expose the children to an increasing range of texts and genres to ensure a thorough enjoyment of language.
- Alongside this goes Speaking and Listening and Drama to create a more imaginative and immediate environment from which they can write.

- By the end of Year Six we expect the children to have become independent writers, able to apply everything they have learnt and to edit their own work.

# Improve this sentence...

the man went down the road

'VCOP' it

Remember - connectives (can also be used as openers):

For example - Whenever, because, as a result, meanwhile, just then, later, afterwards, consequently, fortunately, moreover, despite.

# More sophisticated language...

- The nervous old man hurried down the dreary/murky road as the icy fingers of fog clutched at his coat-tails. (Personification)
- The frightened old man scurried like a mouse down the dreary/murky road. (Simile)
- The nervous old man hurried down the murky road away from the wall of fog. (Metaphor)

**Remember:**

**GOOD QUALITY  
CONTENT wins over  
perfectly spelt  
nonsense!**

# Websites

- Ideas to inspire writing:

<http://www.teachingideas.co.uk/english/amazingideaswriting.htm>

- Creating animated stories:

<http://myths.e2bn.org/mythsandlegends/>

- Inspiring examples of children's writing:

<http://www.stonesoup.com/>

- Hints and tips to develop story structure:

<http://www.brucehale.com/howto3.htm>

- BBC Bitesize

<http://www.bbc.co.uk/schools/ks2bitesize/english/writing/>

- Poetry examples, games and ideas for creativity:

<http://www.poetry4kids.com/>