

How to help your child with writing

Year 2

Ways to help with writing

- Help your child write a letter to their favourite author. Correspondence can often be sent to an author's publisher (whose details can be obtained on the internet) who will pass it on.
- When you go on holiday, encourage children to write postcards to friends or relatives. They could record things that you do in a holiday diary which they can share with friends or relatives when they get home.
- After making a cake or doing a craft activity, challenge children to write the recipe or instructions for someone else to use.
- Write an information page or booklet about something they find interesting e.g. spiders, Dr Who, dinosaurs, cats, etc. Draw a picture and label it or write a caption to go with it.
- Encourage your child to learn weekly spellings and phonic group spellings. Write the spellings in sentences with accurate punctuation and practise high frequency words and handwriting.
- Provide your child with a comfortable place to work and exciting writing materials. A dictionary and thesaurus would also be useful.
- Ask your child what his/her writing targets are from time to time and help them work specifically on these.
- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.
- Help them to reflect on their writing, particularly the effect they hoped to have on the reader. For example, is the reader sufficiently prepared for the ending? Have they introduced all the characters?
- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

On the following pages are the targets your child is working on and will need to be secure in by the end of the school year.

Write all my lower case letters in a similar size to each other.

✓ *my letters are like this*

✗ *not like this*

Write my upper case (capital) letters taller than they are in lower case.

✓ *Aa Bb Cc Dd*

Join up my lower case letters in every sentence I write.

Use an adjective to add detail to a description.

✓ *There was a blue butterfly.*



Year 2 Writing Targets

Begin every sentence with a capital letter and end them with a full stop.

✓ *This is a simple sentence.*

Leave a space between each word of the same size as a letter in your writing.

✓ *Spaces should be equal like this*

Use an exclamation mark instead of a full stop to show surprise, shock or excitement.

✓ *I tumbled down the steep slope!*

Use a question mark instead of a full stop when writing a question.

- ✓ *They walked for two hours. How much further was there to go? He didn't know.*

Use commas when writing a list.

- ✓ *For the walk they would need a compass, map, mobile phone and chocolate.*



Year 2 Writing Targets

Use an apostrophe to show possession (that one thing belongs to another).

- ✓ *The cup was in her brother's*

Use an apostrophe to contract (shorten) two words into one.

- ✓ *She couldn't find the torch.*

Use connecting words like and, or, but, when, if, that, and because to join together two ideas (clauses) in one sentence.

- ✓ *He was big and strong. She had to choose an apple or a pear.*
- ✓ *He was tired but happy.*
- ✓ *She had to start the race when the gun was fired.*
- ✓ *He would sleep if he could find his bed.*
- ✓ *She was happy that the sun came out.*
- ✓ *He was happy because he was with his friends.*

Useful words I can spell

<i>the</i>	<i>that</i>	<i>not</i>	<i>look</i>	<i>put</i>
<i>and</i>	<i>with</i>	<i>then</i>	<i>don't</i>	<i>could</i>
<i>a</i>	<i>all</i>	<i>were</i>	<i>come</i>	<i>house</i>
<i>to</i>	<i>we</i>	<i>go</i>	<i>will</i>	<i>old</i>
<i>said</i>	<i>can</i>	<i>little</i>	<i>into</i>	<i>too</i>
<i>in</i>	<i>are</i>	<i>as</i>	<i>back</i>	<i>by</i>
<i>he</i>	<i>up</i>	<i>no</i>	<i>from</i>	<i>day</i>
<i>I</i>	<i>had</i>	<i>mum</i>	<i>children</i>	<i>made</i>
<i>of</i>	<i>my</i>	<i>one</i>	<i>him</i>	<i>time</i>
<i>it</i>	<i>her</i>	<i>them</i>	<i>Mr</i>	<i>I'm</i>
<i>was</i>	<i>what</i>	<i>do</i>	<i>get</i>	<i>if</i>
<i>you</i>	<i>there</i>	<i>me</i>	<i>just</i>	<i>help</i>
<i>they</i>	<i>out</i>	<i>down</i>	<i>now</i>	<i>Mrs</i>
<i>on</i>	<i>this</i>	<i>dad</i>	<i>came</i>	<i>called</i>
<i>she</i>	<i>have</i>	<i>big</i>	<i>oh</i>	<i>here</i>
<i>is</i>	<i>went</i>	<i>when</i>	<i>about</i>	<i>off</i>
<i>for</i>	<i>be</i>	<i>it's</i>	<i>got</i>	<i>asked</i>
<i>at</i>	<i>like</i>	<i>see</i>	<i>their</i>	<i>saw</i>
<i>his</i>	<i>some</i>	<i>looked</i>	<i>people</i>	<i>make</i>
<i>but</i>	<i>so</i>	<i>very</i>	<i>your</i>	<i>an</i>