Year 2 Writing Knowledge Organiser

door floor poor because find kind mind behind child children
wild climb most only both old cold gold hold told
every great break steak pretty beautiful after fast last past
father class grass pass plant path bath hour move prove
improve sure sugar eye could should would who whole any
many clothes busy people water again half money Mr Mrs
parents Christmas everybody even

	KSS top 10
1	To write simple, coherent narratives about personal experiences and those of others.
2	To write about real events, recording these simply and clearly
3	To demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
4	To use present and past tense mostly correctly and consistently.
5	To use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.
6	To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
7	To spell many common exception words.
8	To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
9	To use spacing between words that reflects the size of the letters.
10	To expand a noun phrase.

Powerful knowledge and skills (previous learning highlighted)

Narrative	Poetry	Report (Information text)	Letters	Instructions	Recount (Diary entry)	Explanation
• Openings for effect (a question, or a noise for example). • Beginning • Middle • End • Conjunctions for longer sentences • Adjectives (describing words) • Speech (not too much) • Speech marks	• Internal rhythm Use of Patterns, rhyme and repetition Select words linked to senses *recognising simple recurring literary language in stories and poetry expressing views about a wide range of contemporary and classic poetry*	• Information about...TITLE • Subheadings • Topic sentences under subheadings • Conjunctions (and, so, but, because, then)	• Start formal letter with 'Dear' with comma after name • End letter with 'from' • Date letter	• How to' Title • 'You Will Need' section • Numbers • Sentences which are 'bossy' Imperative Verbs • Conjunctions (First, then , next, after, finally)	• Set the scene (Use SOME of 5 Ws - who, where, what, why, when?) • Events in correct order / sequence • Use Conjunctions (First, then, next, after, finally)	• Question Title(?) • Conjunctions (if, so, because) • Sentences to describe