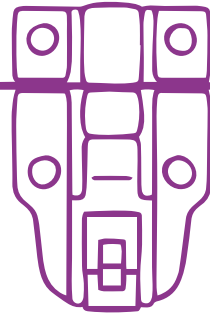
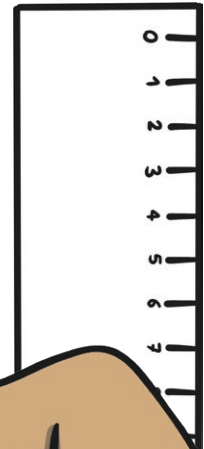
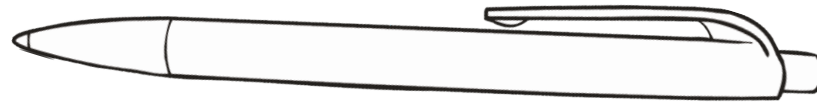


Year 2 Writer's Toolkit



Child's Name: _____



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Fantastic Phonics


Say the word aloud.

Split it into its separate phonemes.

Write the graphemes (try to spell them correctly).

cat	c - a - t
beard	b - ear - d

Punctuation Power!

	Spaces between words.
A	Capital letters at the beginning of a sentence.
A	Capital letters for names and places.
I	Capital letter for the personal pronoun 'I'.
.	A full stop at the end of a sentence.

Super Spellings... I need to know some of these:

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

Some have capital letters.

Lovely Letters

bd	Form your letters in the correct direction.
a	Start and finish each letter in the right place.
Andrew	Make sure your letters are the correct size compared to the rest of your writing.

Describe

Use noun phrases to add more detail.


the cold sea	a tall tree
a wooden box	a tiny kitten
a bright light	a kind teacher

Write longer sentences using 'and', 'or' and 'but'.

The horse likes eating grass **and** he loves to roll in the hay.

Do you enjoy football **or** do you like rugby?

The little red hen asked for help **but** they were all too busy.

Punctuation Power!	
	Correctly sized spaces.
A	Capital letters to begin a sentence and for names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.

Sneaky Suffixes	
glue on the end of a word:	
-ment	amazement
-ness	happiness
-ful	playful
-less	hopeless
-ly	angrily
Sometimes suffixes change the end of the root word.	

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

Use apostrophes to show contractions.			
hasn't (has not)	it's (it is/it has)	she'll (she will)	I've (I have)

Smashing Sentences	
Statement	I am seven.
Question	How old are you?
Exclamation	What a nice surprise it is to see you!
Command	Come to my party.

Terrific Tenses	
Present	The girl plays drums / The girl is playing the drums.
Past	The girl played the drums.

Jolly Joining Words	
Co-ordination	
and	but so
Subordination	
if that because when	
George can play outside when he has had his dinner.	
The horse would win the race if it kept running.	
The frog made a loud croaking sound that made me jump.	
The greenhouse window got smashed because Zara hit it with her football.	

Describe
Use noun phrases to add more detail.
the cold, deep sea
a tall, leafless tree
a creaky, wooden box

Punctuation Power!	
A	Capital letters to begin a sentence and for names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
Tom's	Apostrophes for showing something belongs to someone.
can't	Apostrophes in contracted words.
one, two	Commas to separate items in a list.

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

Super Spellings... I need to know	
most contractions:	
I'll	couldn't
it'll	wouldn't
she'll	it's
he'll	she's
we'll	he's
I'd	we've
she'd	hasn't
he'd	won't
we'd	can't
I've	don't

Describe
Use noun phrases to add more detail:
the cold, deep sea
a tall, leafless tree
a creaky, wooden box

Amazing Adverbs
Use adverbs to describe how something happened:
The cunning fox smiled slyly .
The red sports car zoomed past quickly .
A tall giraffe chewed the leaves hungrily .

Sneaky Suffixes	
glue on the end of a word:	
-ment	amazement
-ness	happiness
-ful	playful
-less	hopeless
-ly	angrily
Sometimes suffixes change the end of the root word.	

Jolly Joining Words

Co-ordination and but so	
Subordination if that because when	
George can play outside when he has had his dinner.	The horse would win the race if it kept running.
The frog made a loud croaking sound that made me jump.	The greenhouse window got smashed because Zara hit it with her football.

Sentence Openers

Order

- **At first**

- **First**

- **Second**

- **Third**

- **Then**

- **Last**

- **Finally**

- **Next**

Where

In the middle..

Under the bridge...

Over the bridge...

In the distance...

Far away...

In a far off land...

Inside of...

At the end of...

On top of the...

Next to the...

Nearby...

Opposite the...

Comparisons

However	Unlike
Yet	Even though
Despite	Although
Still	Rather than

To Add Information

Again	Along with
Also	For example
Another	As well as

Time

At last

A moment later

In the meantime

Later on

Meanwhile

Soon

During

Now

Next week

All of a sudden

One day

One morning

One evening

After that

After a while

Before long

Afterwards

As soon as



Adjectives

Time

ancient
brief
early
fast
late
modern
old
quick
rapid
short
slow
swift
young

Objects

bright
clear
distinct
drab
elegant
filthy
gleaming
long
magnificent
precious
sparkling
spotless
strange
unusual
valuable

Positive Feelings

brave	enthusiastic
calm	excited
cheerful	fantastic
comfortable	healthy
courageous	joyful
determined	pleasant
eager	relieved
encouraged	
energetic	

Negative Feelings

angry	disgusted
annoyed	disturbed
anxious	dizzy
ashamed	embarrassed
awful	envious
bored	frightened
confused	lonely
defeated	
defiant	

People

adorable
adventurous
aggressive
annoying
beautiful
caring
clumsy
confident
considerate
excitable
glamorous
grumpy
happy
helpful
important
talented

Size

big
colossal
enormous
gigantic
great
huge
immense
large
little
long
massive
mighty
minuscule
petite
puny
short

Adverbs

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
elegantly

enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
loudly

How Certain?

certainly
definitely
probably

undoubtedly
surely

How Much?

completely

entirely

little

much

almost

very

rather

totally

How Often?

always
annually
constantly
daily
hourly
monthly
never
occasionally

often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

Useful Adverbs

additionally
fittingly

consequently
however

Verbs

Objects

bend
break
burn
fold
melt
mend
open
repair
smash
snap
stretch
throw
twist

Emotion

admire
cry
despair
frown
grin
laugh
love
sigh
smile
smirk
tremble
weep
wince

Thought

comprehend
conceive
daydream
dream
evaluate
meditate
ponder
reflect
think
visualise
wonder

Movement

bounce	live	stumble
carry	pull	tap
collapse	push	throw
crawl	roll	trudge
dance	rotate	turn
dash	run	walk
drive	shake	wander
hit	skip	wave
hop	sneak	wind
hurry	spin	zoom
jump	split	
leap	stroll	

Sense

eat	observe
feel	smell
hear	sniff
lick	taste
listen	touch

Useful Verbs

change
identify
suggest
collect
locate
search
design
plan
select
focus

Voice

giggle	scream	sob
hum	shout	talk
laugh	sigh	whisper
rap	sing	yawn

Nouns

Abstract

- excitement
- confusion
- leadership
- love
- fear
- despair
- peace
- imagination
- hate
- longing

Proper

- | | |
|-----------|-------------------|
| London | Mr. Smith |
| Jane | Mount Kilimanjaro |
| Friday | Titanic |
| December | Romeo and Juliet |
| Australia | |
| Taj Mahal | |

Collective

- team
- family
- pack
- group
- herd
- swarm
- bunch
- collection
- pile

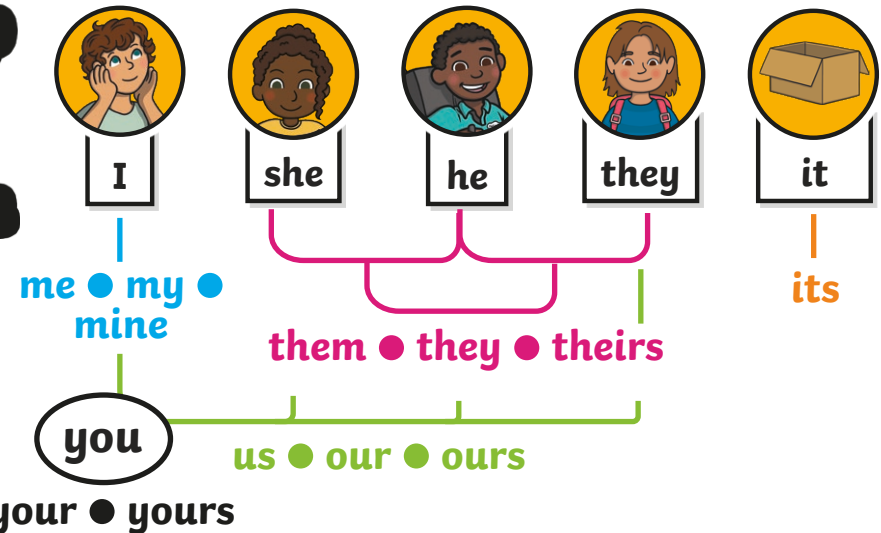
Concrete

- | | | | |
|-------|--------|---------|---------|
| table | book | cloud | chimney |
| door | banana | friend | |
| plane | snow | teacher | |

Compound

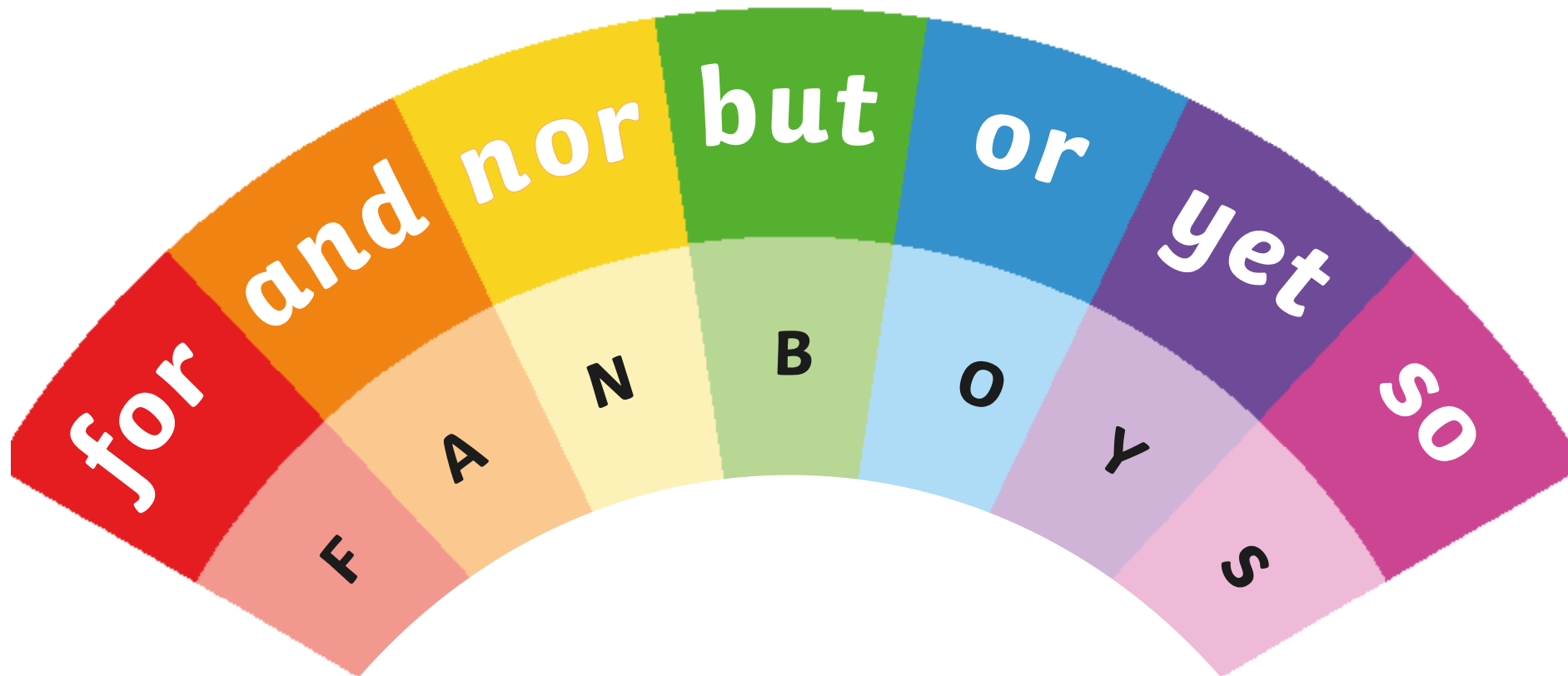
- | | | |
|-------------|------------|-----------|
| toothpaste | output | suntan |
| underground | armchair | childhood |
| haircut | headphones | iceberg |

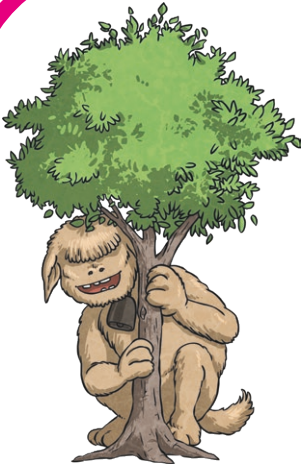
Pronoun



Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.





I SAW A WABUB!

Try to remember these important subordinating conjunctions.



If Since As When Although

While After Before Until Because!

Use subordinating conjunctions in different positions within your sentences.

Although he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.



What can you hear?

barking

cheeping

clattering

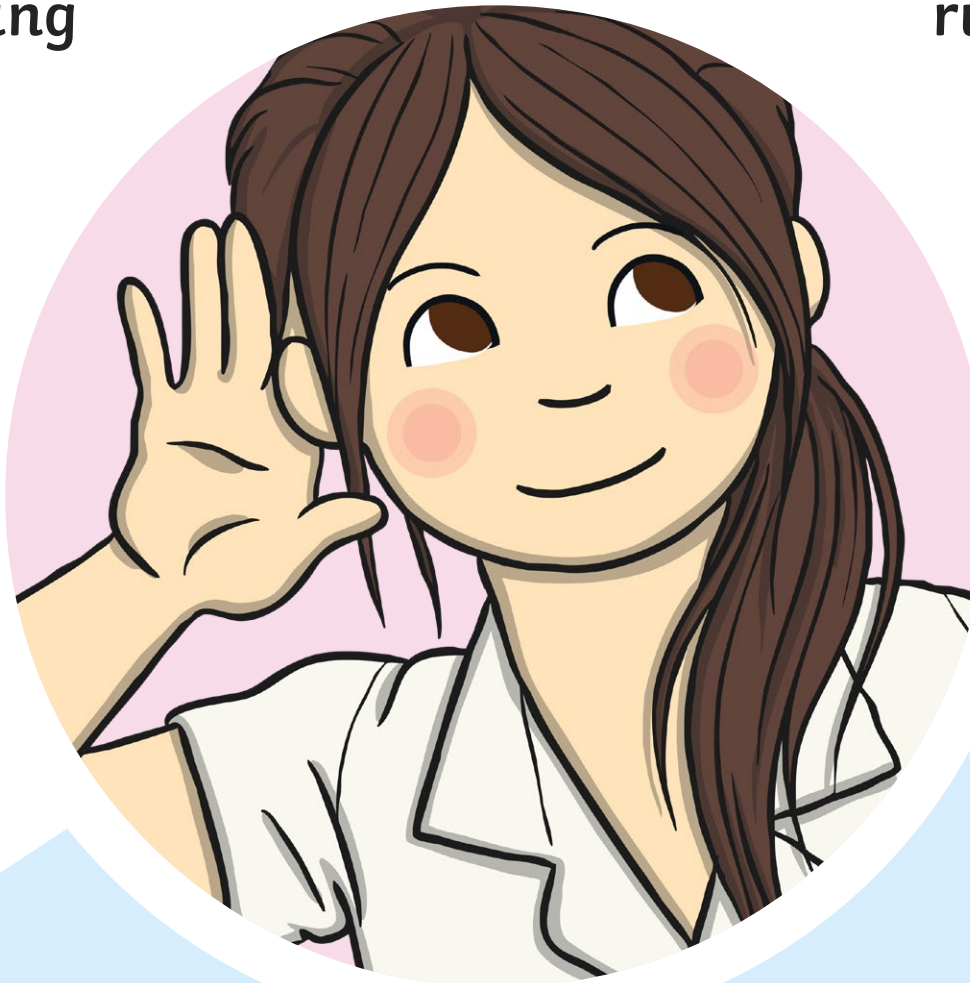
hissing

music

loud

quiet

roaring



rustling

scratching

shouting

silence

singing

sounds

whispering

yelling

What does it feel like?

bumpy

cold

dry

flat

hot

heavy

light

pointy

prickly



rough

scaly

silky

slimy

smooth

soft

spiky

wet

What does it taste like?

bitter
cold
creamy
delicious
dry
fizzy
fruity
hot
juicy



peppery
salty
sharp
sour
spicy
sugary
sweet
tangy
yummy



What can you smell?

burnt

clean

damp

flowery

fresh

fruity

musty



revolting

rotten

tasty

spicy

stinky

strong

sweet

What can you see?

beautiful
blue
dazzling
dark
gloomy
golden
green
huge
orange
pink
purple



red
short
small
spotty
stripy
tall
thick
thin
tiny
white
yellow

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2 Common Exception Words

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

Am I working towards the expected standard? Can I...

Write sentences to form a short narrative?

After talking to your teacher, can you write sentences that are ordered to form a short narrative?

Fictional: Writing sentences for stories within a range of genres, e.g. an adventure story, a traditional tale.

Use some capital letters correctly?

Can you use a capital letter at the beginning of *some* sentences and for *some* proper nouns?

E.g. The dog followed Sarah down the street.

Use some full stops correctly?

Can you use a full stop at the end of *some* command or statement sentences?

E.g. Spread the butter with a knife.

Use spaces between words?

Can you use a space between all of your words?

E.g. I can use finger spaces.

Sound out my words?

Can you segment your words into phonemes and represent these by graphemes, and spell *some* of your words correctly?

E.g. s - l - ee - p n - igh - t

I went to **sleep** last **night**.

Form my lower-case letters correctly?

Can you form your lower-case letters in the correct direction, and make them start and finish in the right place?

E.g. *I can write my letters neatly.*

Make my lower-case letters the correct size?

Can you make your lower-case letters the correct size compared to each other?

E.g. *My letters are all the correct size.*

Spell *some* common exception words?

Can you spell *some* of these common exception words correctly?

the	he	school	your
a	me	put	by
do	she	push	my
to	we	full	here
today	no	were	there
of	go	was	where
said	so	is	love
says	one	his	come
are	once	has	some
they	ask	I	house
be	friend	you	our

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

Am I working at the expected standard? Have I met all the standards from the previous level? If so, can I...

Write simple narratives?

After talking to your teacher, can you write simple narratives about your own and other people's experiences, whether they are real or made up? e.g. an adventure story, a traditional tale.

Write about real events?

Can you write about real events, recording these simply and clearly? e.g. a recount of a class trip, a diary entry, a retell of a historical event.

Use capital letters correctly?

Can you use a capital letter at the beginning of *some* sentences and for *most* proper nouns?

E.g. The dog followed **S**arah and **B**en down the street on **S**aturday.

Use full stops correctly?

Can you use a full stop at the end of *most* command or statement sentences?

E.g. Spread the butter with a knife carefully.

Use question marks correctly?

Can you use a question mark at the end of *some* question sentences?

E.g. What are you doing today?

Use present and past tense?

Can you use present and past tense *mostly* correctly and consistently?

E.g. **Today**, Aminah **drives** to school in the car. **Yesterday**, she **walked** to school.

Use co-ordinating conjunctions?

Can you correctly use the conjunctions 'or', 'and' and 'but' in your sentences?

E.g. Simon loves ketchup **but** he hates mayonnaise.

Do you like ketchup **or** do you prefer mayonnaise?

I like to have ketchup **and** I like to have mayonnaise on my chips.

Use subordinating conjunctions?

Can you *sometimes* use the conjunctions 'when', 'if', 'that' and 'because' in your sentences?

E.g. Leon was upset **when** Billy was mean about his hair.

I will be happy **if** my Dad gets home from work on time.

It's disappointing **that** the football team lost their match.

Jack loves chocolate **because** it is so tasty.

Sound out my words?

Can you segment your words into phonemes and represent these by graphemes, spelling *many* of them correctly?

E.g. f - r - igh - t s - p - oo - k - y

The **spooky** mask gave me a **fright**.

Form capital letters and digits correctly?

Can you write capital letters and digits of the correct size, the correct way around and to match the size of your lower-case letters?

E.g. *The Olympics were held in London in 2012.*

Use spaces between words which are the correct size?

Can you use spaces between words which match the size of my letters?

E.g. *The spaces between my words are just right.*

Spell *many* common exception words?

Can you spell *many* of these common exception words correctly?

the	he	school	your
a	me	put	by
do	she	push	my
to	we	full	here
today	no	were	there
of	go	was	where
said	so	is	love
says	one	his	come
are	once	has	some
they	ask	I	house
be	friend	you	our

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

Am I working at greater depth within the expected standard? Have I met all the standards from the previous level? If so, can I...

Write for different purposes?

After talking to your teacher, can you write within these text types, using what you have learned from reading to help you?

Narratives: Telling a story within different genres, e.g. an adventure story, a traditional tale.

Real events: A retelling of events, e.g. a recount of a class trip, a diary entry, a retell of a historical event.

Information: A factual report on a particular topic, e.g. a non-fiction explaining a life cycle.

Instruction: A set of instructions that can be followed by a reader, e.g. how to make a hand puppet.

Poetry: A collection of verses to entertain, e.g. a shape poem about spring.

Make simple corrections?

Can you make simple additions, changes or corrections to your own writing after reading it through?

e.g. Get a new ~~pin~~ pen.

Use all of the KS1 punctuation correctly?

Can you use these punctuation marks *mostly* correctly?

- Capital letters to begin sentences and proper nouns. E.g. **The** dog followed **Sarah** down **Queen Street** last **July**.
- Full stops at the end of command or statement sentences. E.g. Joshua stood up to speak.
- Question marks at the end of question sentences. E.g. What time will you be home?
- Exclamation marks at the end of exclamation sentences. E.g. How wonderful the day was!
- Spaces between words, which are the correct size. E.g. *These spaces are just right.*
- Commas to separate items in a list. E.g. I will buy bread, butter, eggs and jam from the shop.
- Apostrophes to show belonging. E.g. The **girl's** coat was on the peg.

Join *some* letters?

Can you use the diagonal and horizontal strokes needed to join the letters in some of your writing?

E.g. *I am starting to join my letters.*

Add suffixes to spell *most* words correctly?

Can you add the suffixes -ment, -ness, -ful, -less and -ly to spell *most* words correctly?

E.g. It is **pointless** to worry about **disappointment**.

Spell *most* common exception words?

Can you spell *most* of these common exception words correctly?

the	are	go	push	you	come
a	they	so	full	your	some
do	be	one	were	by	house
to	he	once	was	my	our
today	me	ask	is	here	
of	she	friend	his	there	
said	we	school	has	where	
says	no	put	I	love	

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