

Year 2 - Independent Writing Activities

Introduction

This book of 'Independent Writing Activities' covers the genres for the 6 to 7 year old age group. It has been written to the UK National Strategy Primary Framework for Literacy.

It contains at least two independent writing activities for each genre type and is an ideal vehicle for assessing pupil progress in writing when used with the different Levels found in the Writing Assessment Guidelines, which accompany the Primary Framework for Literacy. (The appropriate levels for this age group have been reproduced under licence at the beginning of this book.)

The author has also used this approach successfully with children to embed the features of each genre. This was achieved by re-visiting a previously studied genre later in the term, so that the children practised it once again. This ensured that the features of that particular type of writing remained firmly embedded in the children's memory. Thus when the children were tested or came to write in that particular genre at a later date it was not just a distant memory.

There are six similar books in this series covering the work of pupils from Year 1 through to Year 6 (ages 5 to 11). PDF or Download versions are also available of these books for use on Interactive Whiteboards.

Index

Narrative

My Best Day!

Stimulus	4
Planning notes	5
Final Written Work	6

Charlie the Chick

Stimulus	7
Planning notes	8
Final Written Work	9

Cinderella

Stimulus	10
Planning notes	11
Final Written Work	12

Instructions

How to Grow Seeds

Stimulus	13
Planning notes	14
Final Written Work	15

How to Wash Up

Stimulus	16
Planning notes	17
Final Written Work	18

Explanations

Life – Cycle of a Frog

Stimulus	19
Planning notes	20
Final Written Work	21

How we get Apples

Stimulus	22
Planning notes	23
Final Written Work	24

Information Text

My Pet

Stimulus	25
Planning notes	26
Final Written Work	27

A Wild Animal

Stimulus	28
Planning notes	29
Final Written Work	30

Non-Chronological Reports

My Town

Stimulus	31
Planning notes	32
Final Written Work	33

My School Day

Stimulus	34
Planning notes	35
Final Written Work	36

Poetry

I Wish...

Stimulus	37
Planning notes	38
Final Written Work	39

A Season Poem

Stimulus	40
Planning notes	41
Final Written Work	42

Topical Resources publishes a range of Educational Materials for use in Primary Schools and Pre-School Nurseries and Playgroups.

Copyright © 2009 Heather Bell
First Published September 2009.
ISBN: 978-1-907269-04-2

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Printed in the UK for 'Topical Resources'
by T. Snape and Co Ltd., Boltons Court,
Preston, Lancashire.

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Pupil name _____

Class/Group _____

Date _____

Level	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 2	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some variation in sentence openings, e.g. <i>not always starting with name or pronoun</i> mainly simple sentences with <i>and</i> used to connect clauses past and present tense generally consistent 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> clause structure mostly grammatically correct sentences demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, number/s</i> openings and/or closings sometimes signalled 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, events or actions suggest viewpoint 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> some basic purpose established, e.g. <i>main features of story, report</i> some appropriate features of the given form used some attempts to adopt appropriate style 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. <i>opportune use of new vocabulary</i> 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> usually correct spelling of: <ul style="list-style-type: none"> high frequency grammatical function words common single-morpheme content/lexical words likely errors: <ul style="list-style-type: none"> inflected endings, e.g. <i>past tense, plurals, adverbs</i> phonetic attempts at vowel digraphs 	<p>In some forms of writing:</p> <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
Level 1	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> reliance on simple phrases and clauses some sentence-like structures formed by chaining clauses together, e.g. <i>series of ideas/joined by repeated use of 'and'</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> mostly grammatically accurate clauses some awareness of use of full stops and capital letters, e.g. <i>beginning/end of sentence</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> some formulaic phrases indicate start/end of text, e.g. <i>once upon a time, one day, the end</i> events/ideas sometimes in appropriate order, e.g. <i>actions listed in time sequence, items numbered</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> simple connections between ideas, events, e.g. <i>repeated nouns, pronouns relate to main idea</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> basic information and ideas conveyed through appropriate word choice, e.g. <i>relate to topic</i> some descriptive language, e.g. <i>colour, size, simple emotion</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> some indication of basic purpose, particular form or awareness of reader, e.g. <i>story, label, message</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> mostly simple vocabulary communicates meaning through repetition of key words 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> usually correct spelling of simple high-frequency words phonetically plausible attempts at words with digraphs and double letters sufficient number of recognisable words for writing to be readable, including, e.g. <i>use of ICT, e.g. use of letter names to approximate syllables and words</i> 	<p>In some writing, usually with support:</p> <ul style="list-style-type: none"> most letters correctly formed and orientated spaces between words upper and lower case sometimes distinguished use of ICT, e.g. <i>use of keyboard to type own name</i>
BL									
IE									

Overall assessment (tick one box only)

 Low 1

 Secure 1

 High 1

 Low 2

 Secure 2

 High 2

Writing assessment guidelines: levels 2 and 3

Pupil name

Class/Group

Date

	AF5 – vary sentences for clarity, purpose and effect	AF6 – write with technical accuracy of punctuation in phrases, clauses and sentences	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF7 – select appropriate and effective vocabulary	AF8 – use correct spelling	Handwriting and presentation
Level 3	<p>In most writing</p> <ul style="list-style-type: none"> reliance mainly on simply structured sentences, variation with support, e.g. <i>some complex sentences</i> <i>and, but</i>, so are the most common connectives, subordination occasionally some limited variation in use of tense and verb forms, not always secure 	<p>In most writing</p> <ul style="list-style-type: none"> straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative 	<p>In most writing</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or material logically 	<p>In most writing</p> <ul style="list-style-type: none"> some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i> within paragraphs/sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i> movement between paragraphs/sections sometimes abrupt or disjointed 	<p>In most writing</p> <ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i> attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. <i>attitude expressed, but with little elaboration</i> 	<p>In most writing</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempts at appropriate style, with attention to reader 	<p>In most writing</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<p>In most writing</p> <ul style="list-style-type: none"> correct spelling of some common grammatical function words common content/lexical words with more than one morpheme, including compound words likely errors some <i>inflected endings</i>, e.g. <i>past tense, comparatives, adverbs</i> some <i>phonetically plausible attempts at content/lexical words</i> 	<p>In most writing</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
Level 2	<p>In some forms of writing</p> <ul style="list-style-type: none"> some variation in sentence openings, e.g. <i>not always starting with name or pronoun</i> mainly simple sentences with <i>and</i> used to connect clauses past and present tense generally consistent 	<p>In some forms of writing</p> <ul style="list-style-type: none"> clause structure mostly grammatically correct sentence demarcation with capital letters and full stops usually accurate some accurate use of question and exclamation marks, and commas in lists 	<p>In some forms of writing</p> <ul style="list-style-type: none"> some basic sequencing of ideas or material, e.g. <i>time-related words or phrases, line breaks, headings, numbers</i> openings and/or closings sometimes signalled 	<p>In some forms of writing</p> <ul style="list-style-type: none"> ideas in sections grouped by content, some linking by simple pronouns 	<p>In some forms of writing</p> <ul style="list-style-type: none"> mostly relevant ideas and content, sometimes repetitive or sparse some apt word choices create interest brief comments, questions about events or actions suggest viewpoint 	<p>In some forms of writing</p> <ul style="list-style-type: none"> some basic purpose established, e.g. <i>main features of story, report</i> some appropriate features of the given form used some attempts to adopt appropriate style 	<p>In some forms of writing</p> <ul style="list-style-type: none"> simple, often speech-like vocabulary conveys relevant meanings some adventurous word choices, e.g. <i>opportunity</i> use of new vocabulary 	<p>In some forms of writing</p> <ul style="list-style-type: none"> usually correct spelling of high frequency grammatical function words common single morpheme content/lexical words likely errors <i>inflected endings</i>, e.g. <i>past tense, plurals, adverbs</i> <i>phonetic attempts at vowel digraphs</i> 	<p>In some forms of writing</p> <ul style="list-style-type: none"> letters generally correctly shaped but inconsistencies in orientation, size and use of upper/lower case letters clear letter formation, with ascenders and descenders distinguished, generally upper and lower case letters not mixed within words
BL									
IE									

Key: BL Below level IE Insufficient evidence

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3

My Best Day!



Sam was asked by his teacher to think about a day he had really enjoyed. Sam chose the day he and his grandad went fishing.

Task

Your task is to write about your best day. (You could write about a day on holiday, a birthday, a special event in school or at home.) It could be any day you choose.

Name _____ Date _____

My Best Day!

What day did you choose?

I chose



What did you do?

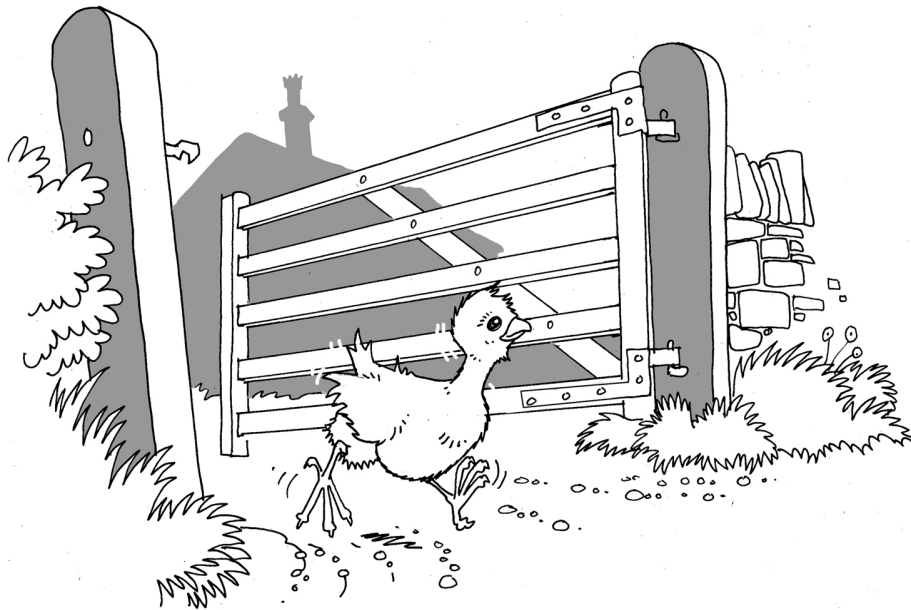


How did you feel?

Name _____ Date _____

My Best Day!

Charlie the Chick



One day Charlie the Chick decided to have an adventure. When his mother was not looking and his brothers and sisters were asleep, he set off out of the farmyard gate.

His mother counted her chicks, "One, two, three, four, five, six. Oh, but where is Charlie? Where has he gone?" cried poor Mother Hen.

She hurried out of the farmyard. Soon she met Mrs Horse.

"Have you seen my Charlie?"

"No, sorry Mother Hen, I haven't seen your Charlie," said Mrs Horse.

Further down the lane she met Ben the Dog.

"Have you seen my Charlie?"

"No, sorry Mother Hen, I haven't seen your Charlie," said Ben the Dog.

Task

Your task is to continue the story naming some of the animals Mother Hen meets. End your story by telling where Mother Hen finds Charlie the Chick.

Name _____ Date _____

Charlie the Chick

What other animals does Mother Hen meet?



Where does Mother Hen find Charlie?



How does Mother Hen feel?

How does Charlie feel?

Name _____ Date _____

Charlie the Chick

She hurried out of the farmyard. Soon she met Mrs Horse.

"Have you seen my Charlie?"

"No, sorry Mother Hen, I haven't seen your Charlie," said Mrs Horse.

Further down the lane she met Ben the Dog.

"Have you seen my Charlie?"

"No, sorry Mother Hen, I haven't seen your Charlie," said Ben the Dog.

Cinderella

Look at the pictures carefully.



Task

Your task is to write the story of what happened to Cinderella using the pictures to help you.

Name _____ Date _____

Cinderella

Look carefully at each picture. Write words to help you tell the story in each box.

1

2

3

4

5

6

Name _____ Date _____

Cinderella

How to Grow Seeds

Your teacher brings a packet of flower seeds to school for your class to grow.



Task

Your task is to write the instructions for planting the seeds.

Name _____ Date _____

How to Grow Seeds

List what you will need:



Instructions: Think about what you do and the order you do it in.

How to Wash Up



Your class has been cooking. There are lots of dirty plates and bowls.

Task

Your task is to write the instructions for how to wash up.

Name _____ Date _____

How to Wash Up

List what you will need:



Instructions: Think about what you do and the order you do it in.

Name _____ Date _____

How to Wash Up

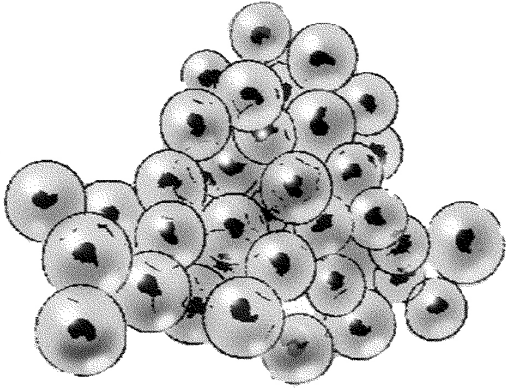
List what you need:

Instructions:

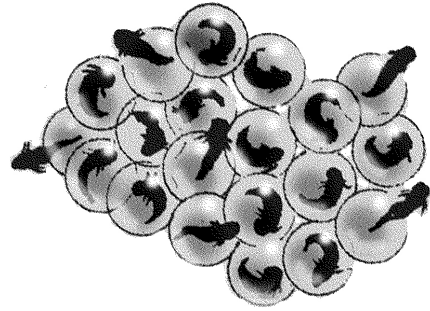
Life-Cycle of a Frog

Some children have been looking at frogs in their garden pond. Look at the pictures of what they have seen.

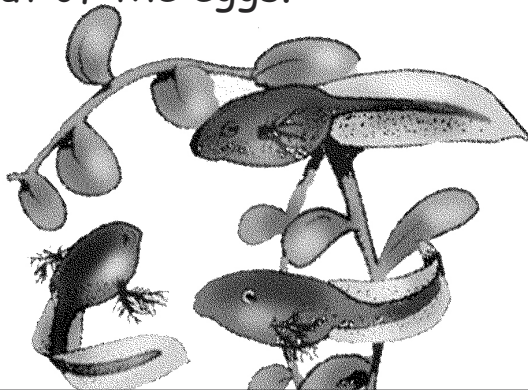
1 The frog lays spawn (eggs).



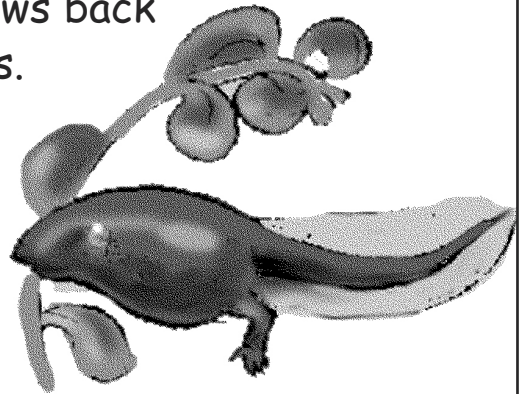
2 Tadpoles grow inside the eggs.



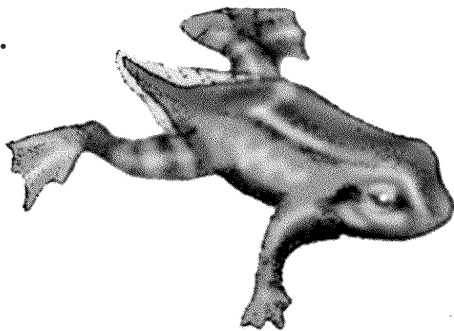
3 Tadpoles with tails hatch out of the eggs.



4 The tadpole grows back legs.



5 The tadpole grows front legs.



6 The tail disappears. It is now a young frog.



Task

Your task is to write an explanation of the life-cycle of a frog.

Name _____ Date _____

Life-Cycle of a Frog

Look carefully at each picture. Write words to help you tell the story in each box.

1

2

3

4

5

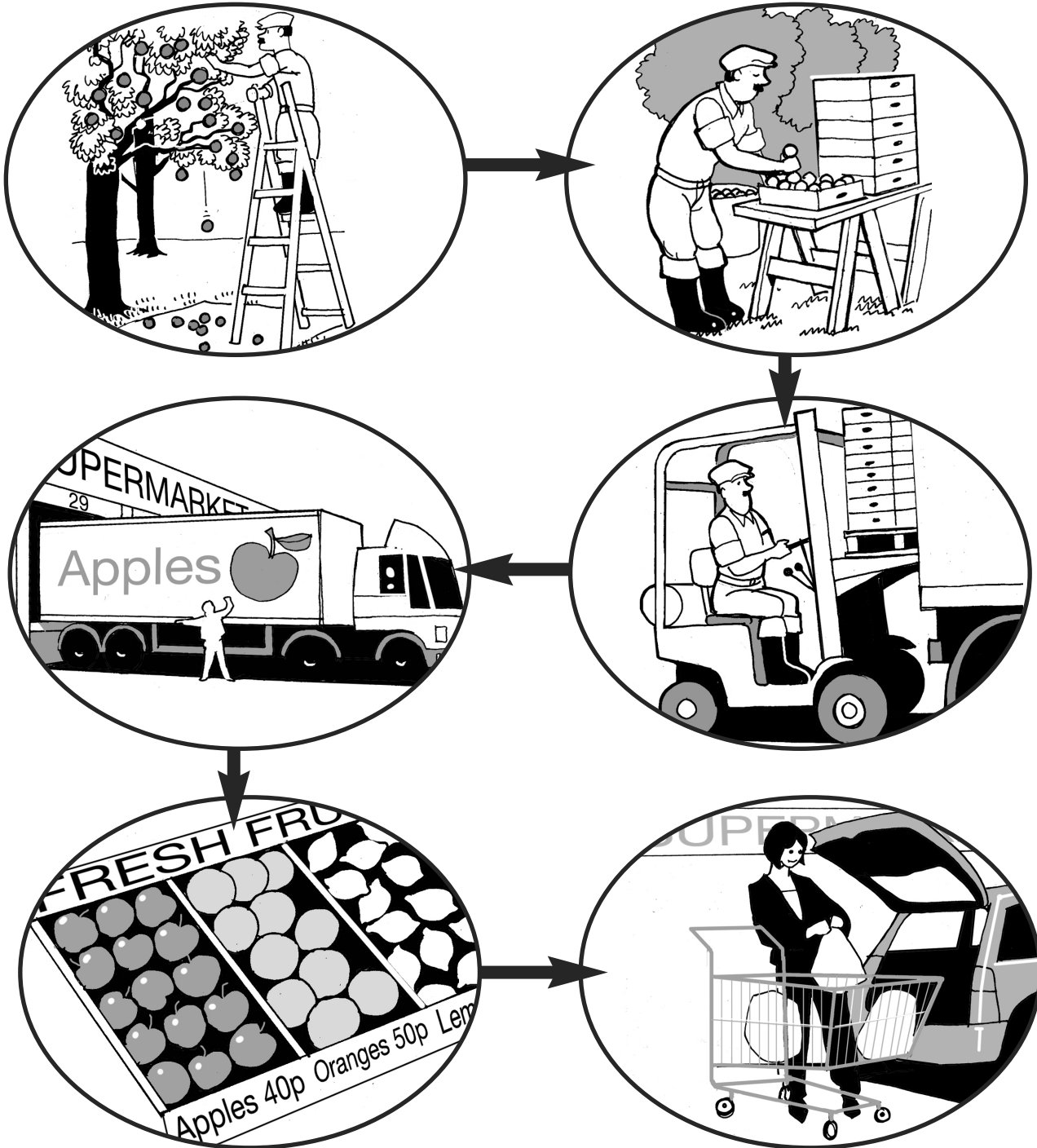
6

Name _____ Date _____

Life-Cycle of a Frog

How we get Apples

Look at the pictures carefully.



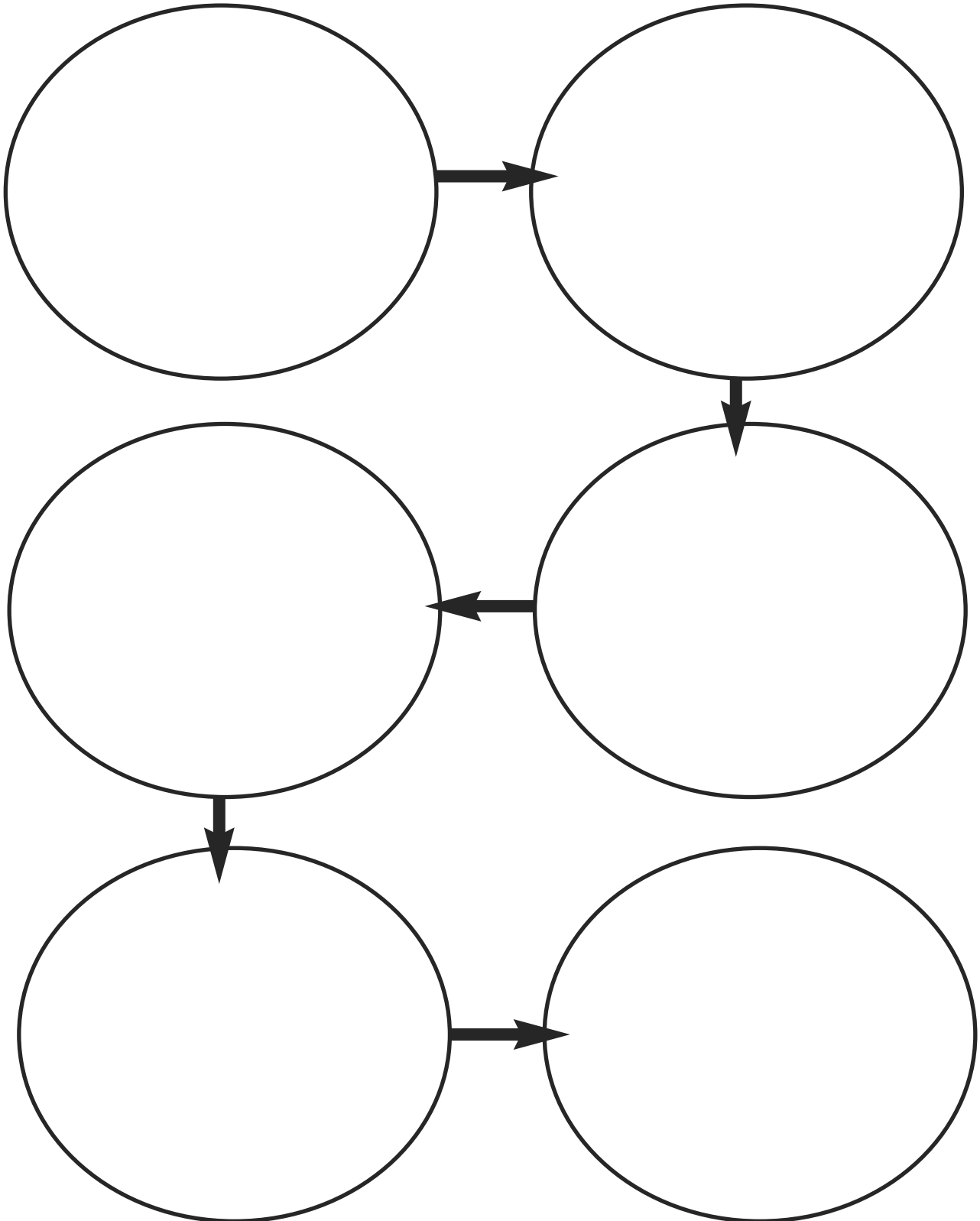
Task

Your task is to write how apples get from the tree to your shopping basket.

Name _____ Date _____

How we get Apples

Look carefully at each picture. Write words to help you tell what happens in each circle of the flow chart.

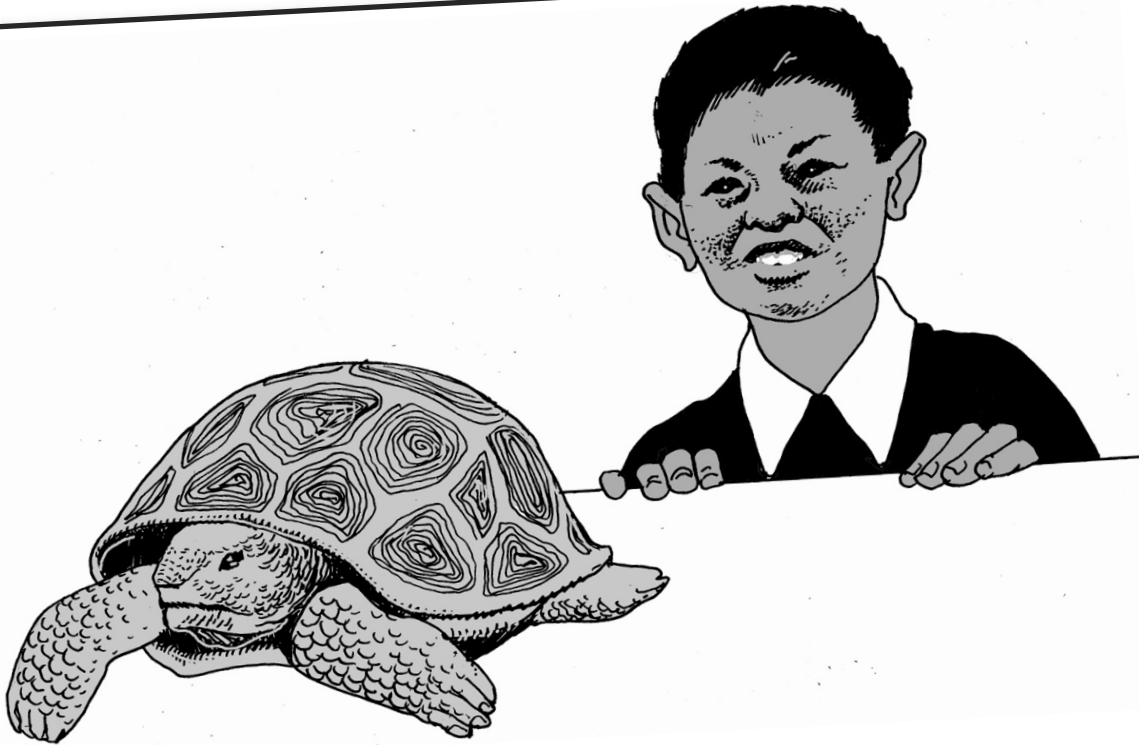


Name _____ Date _____

How we get Apples

My Pet

Dipesh's class has decided to make a book about their pets. Here is some information writing from the book.



My pet is a tortoise. They can live until they are 100 years old.

In the summer months the tortoise lives in the garden. It has a little wooden shelter to go in. In October we bring him inside because he is ready to go to sleep for the winter. He eats salad, vegetables and dandelion leaves.

Task

Your task is to write an information page on any pet of your choice. Remember to think about where it lives, sleeps, what it eats and any other interesting facts.

Name _____ Date _____

My Pet

Type of Pet

Where it lives

My Pet

What it eats

Other interesting facts

Name _____ Date _____

My Pet

A Wild Animal

Here is some information about Giraffes. Read it carefully.

The Giraffe is the tallest land animal. His neck is almost 2 metres long. He eats leaves, often as much as 34 kilograms a day. His favourite food is the spiky Acacia leaf. His thick tongue reaches round the long thorns. A giraffe can go a long time without drinking, but can drink 38 litres of water in one day. It has a patterned coat.

A baby giraffe is called a calf.

Notes about Giraffes

- Tallest land animal
- Neck 2 metres long
- Eats leaves
- Long time without drinking
- Patterned coat
- Baby called a calf



Task

Your task is to find out about a different wild animal and make notes about it. You might like to include a drawing. Then write an information text about your chosen animal.

Name _____ Date _____

A Wild Animal

Title:



Quick Sketch:

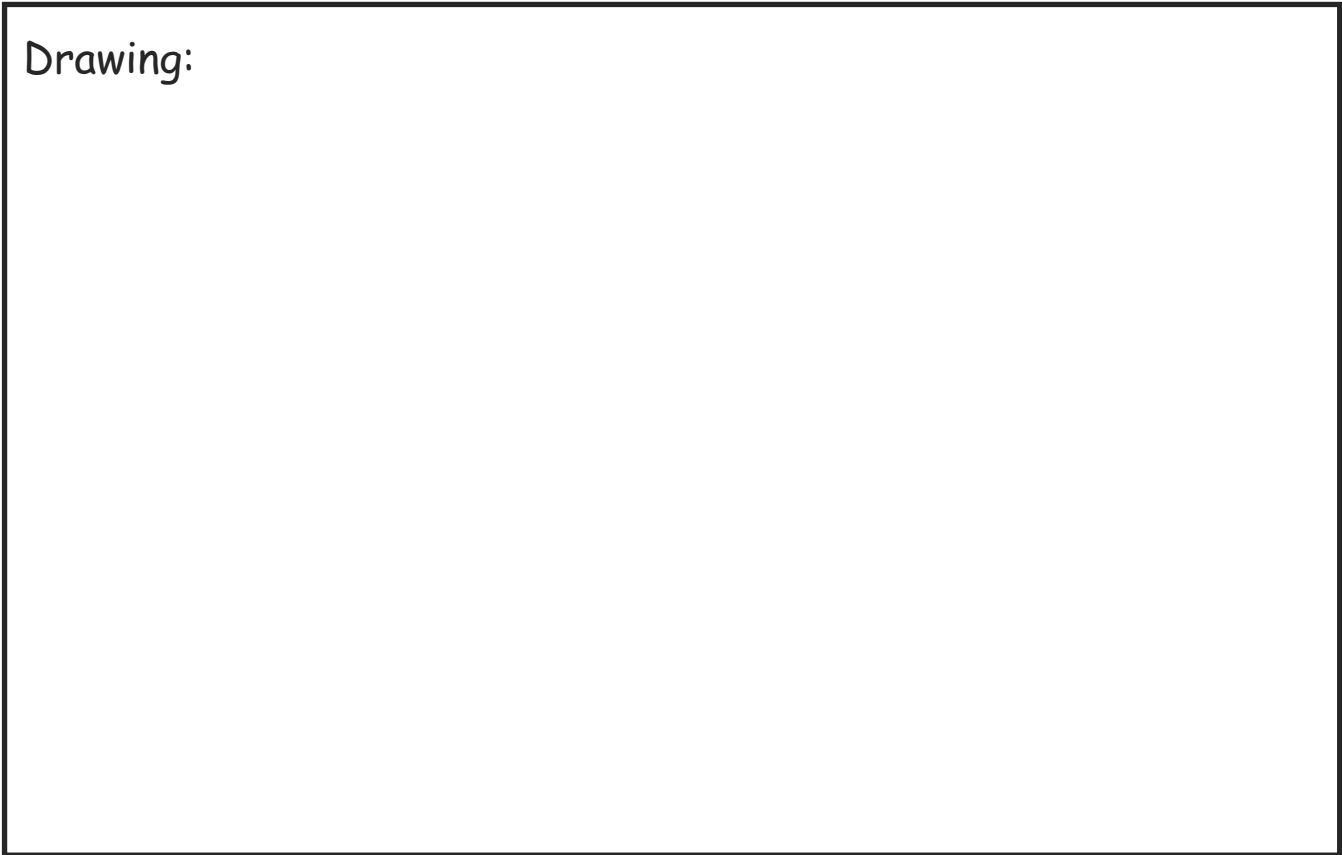


Notes:

Name _____ Date _____

A Wild Animal

Drawing:



My Town

Tom lives in Springpool. Here is a report Tom wrote about his home town.



Springpool is a large town by the seaside. You can get there easily by going on the motorway. It is near the large city of Spoonchester.

Springpool has a sandy beach and a small harbour with fishing boats. People often fish from the beach.

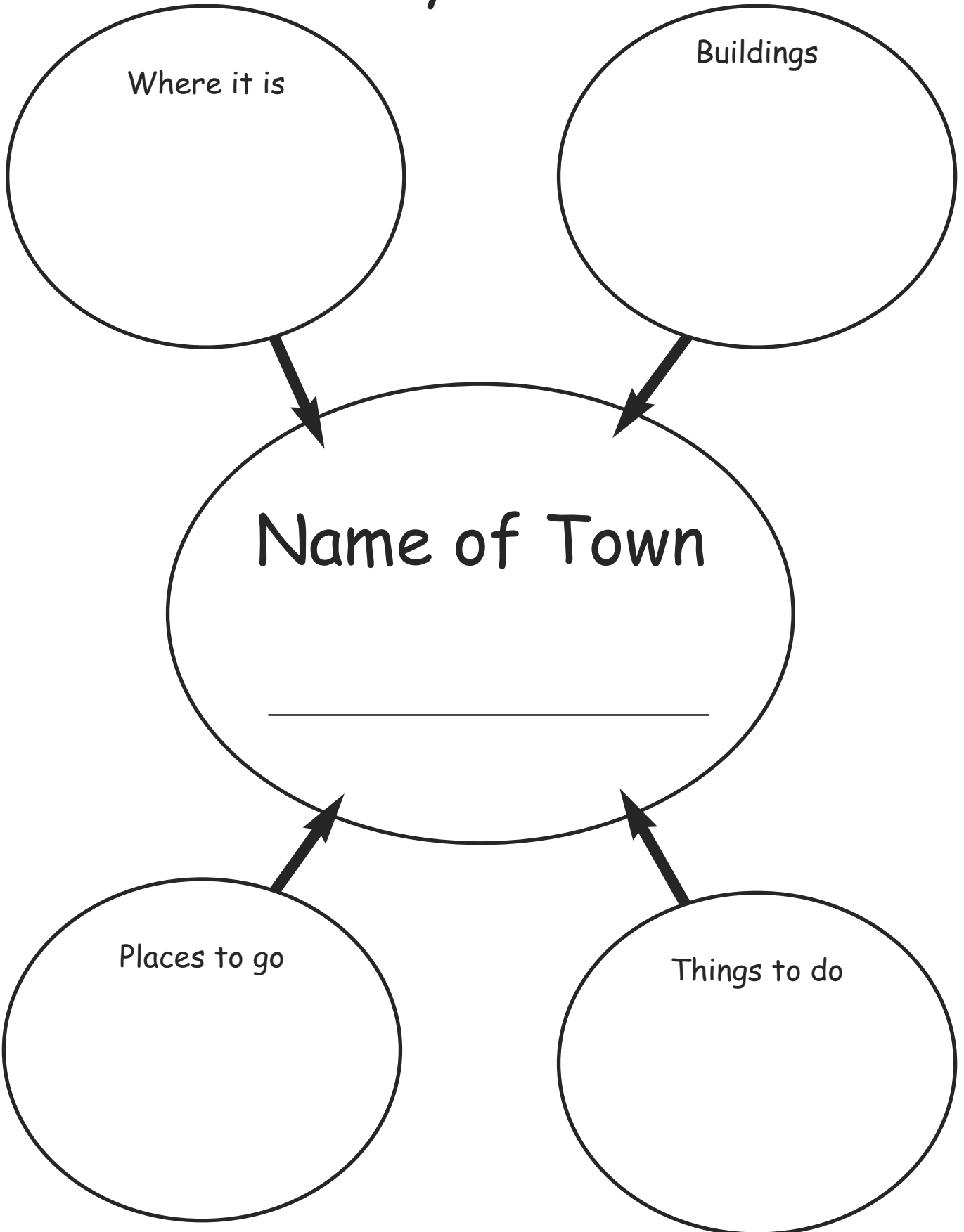
There are shops which sell ice cream and gifts. There is an ice-skating rink and a bowling alley. There is a fairground and a large park with a boating lake.

Task

Your task is to write a report about your home town. Remember to say what it is called and where it is. Describe some of the buildings to see and things to do.

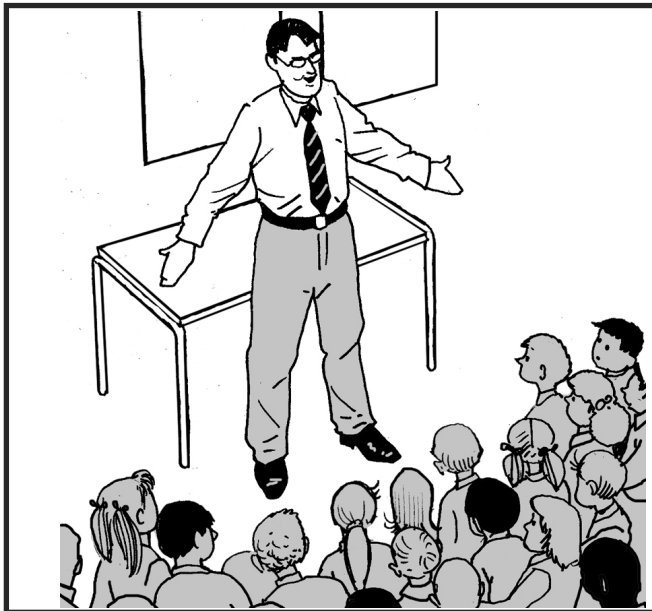
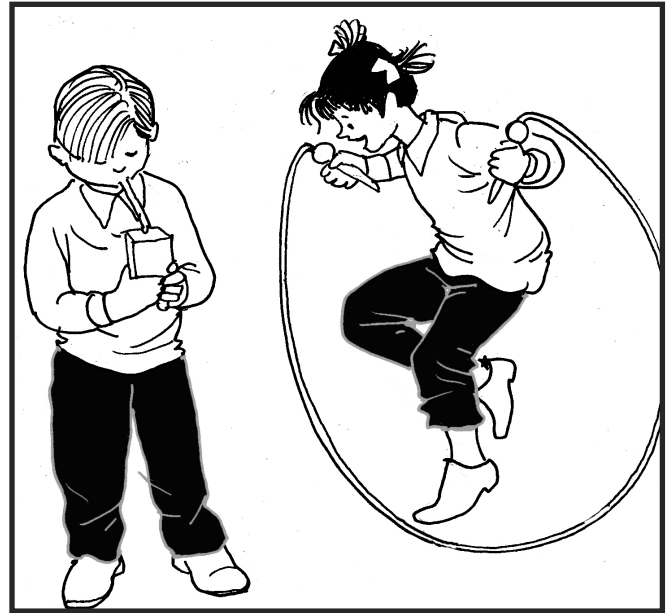
Name _____ Date _____

My Town



My School Day

A new pupil is to join your class. Your teacher has asked you to write a report about your school day.

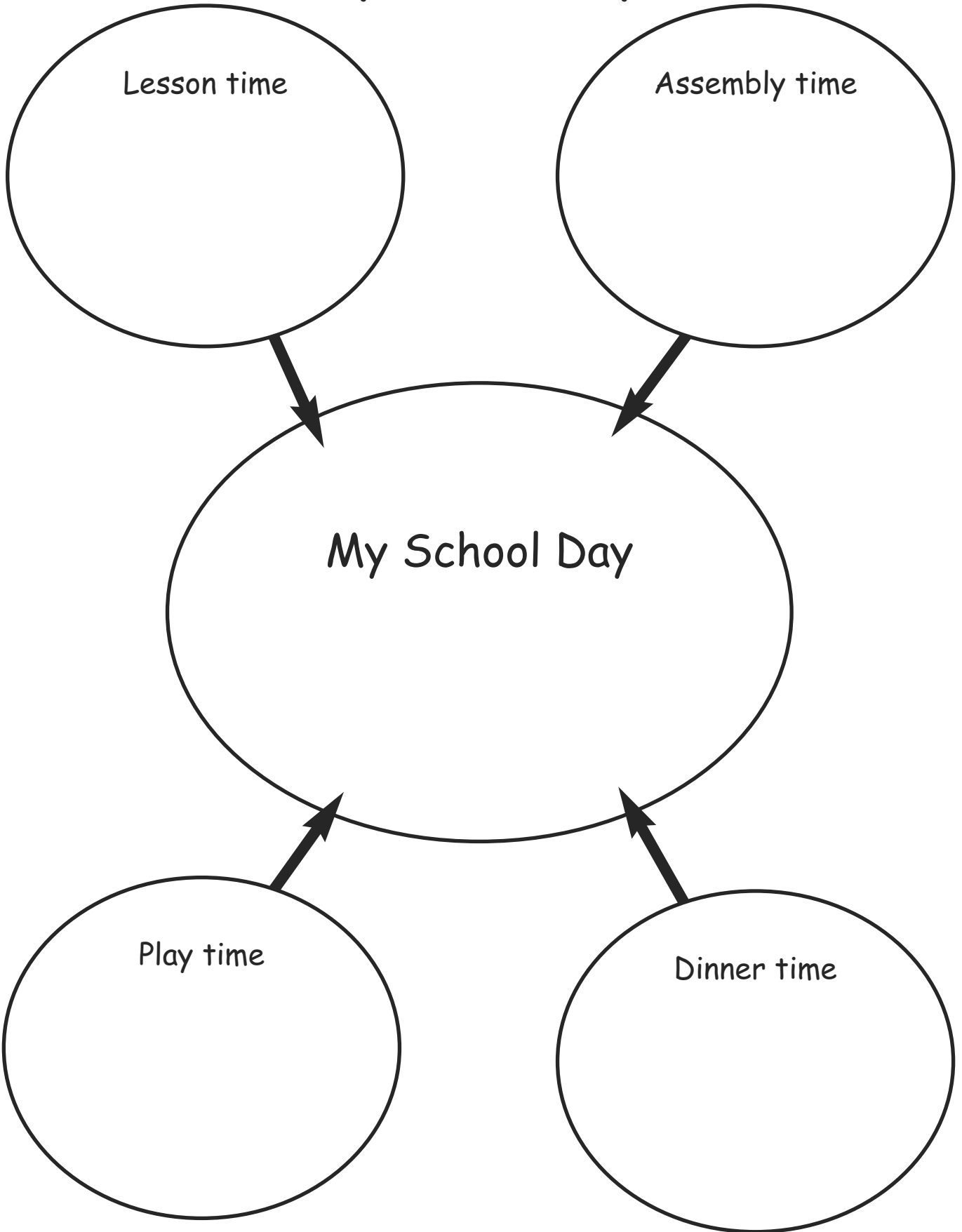


Task

Your task is to write a report to help the new pupil settle in. Don't forget to write about play time, dinner time, lesson time and school assembly time.

Name _____ Date _____

My School Day



I Wish...

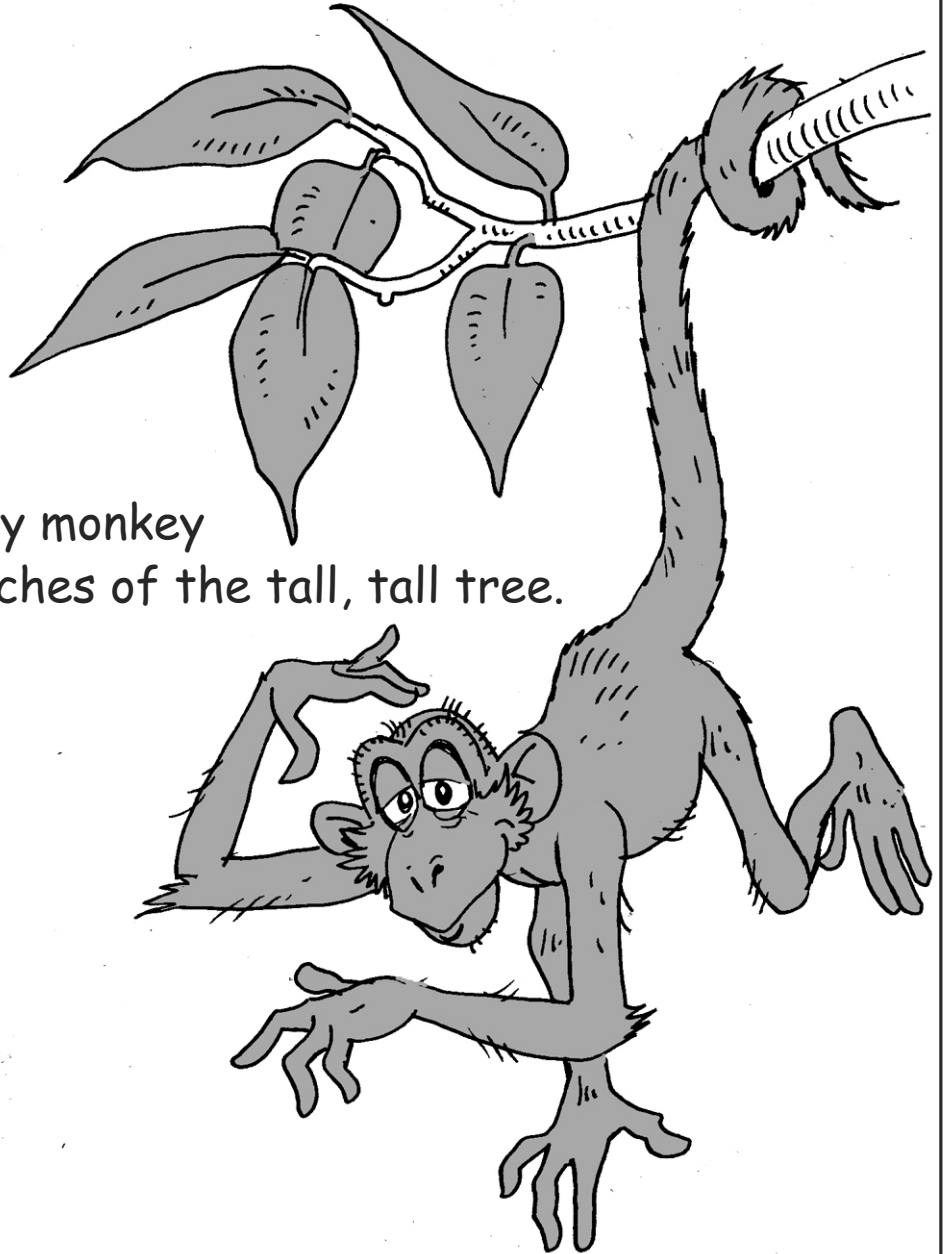
Here is the beginning of Nabeela's poem 'I Wish'.

I Wish...

I wish I could
Climb

Like a cheeky, hairy monkey
High into the branches of the tall, tall tree.

I wish I could
Run



Task

Your task is to finish the second verse of the poem using the first verse as a pattern to help you. Then write two more verses of your own.

Name _____ Date _____

I Wish...

Climb

cheeky

hairy

tall, tall tree

monkey

Run

Name _____ Date _____

I Wish...

A Season Poem

Read the poem about spring carefully.



Spring is Here!
Spring is here!
Small green shoots appear
Days grow longer
Trees covered in pink fluffy blossom
The hedgehog wakens from his deep winter
sleep
The sun warms the earth
Spring is here!

Task

Your task is to write a poem about summer, autumn or winter. Think about nature and the changes that happen in that season. Remember to use lots of descriptive words.

Name _____ Date _____

A Season Poem

Trees

Flowers

Name of Season

Animals

Weather

