



Year 2 Writing Workshop

Helping your child to become a confident writer
at home

Wednesday 21st October 2026

Roe Green Infant and Nursery School





What we will cover today

Most of today is about simple things you can do at home.

1



Writing in Year 2

What your child learns and the books we use.

2



Talk first

If your child can say it, they can write it.

3



Better sentences

Have a go yourselves: you are the class today!

4



Describe it

Characters and settings, with Little Red Riding Hood.

5



Help at home

Spelling, handwriting and everyday writing ideas.



All of these slides will be on our school website, so you do not need to write anything down.



Building on Year 1

Your child is building on everything they learnt in Year 1.



Sentences

Year 1: last year

Say a sentence, then write it. Short pieces of a few sentences.



Year 2: this year

Longer pieces, with sentences that follow on from each other.



Joining words

and



because, when, if, that, but, or



Describing

One describing word: a big castle



Two or more: the tall, dark trees



Punctuation

Capital letters, full stops and finger spaces. Some ? and !



Commas in lists, apostrophes and four kinds of sentence



Stories

Retell a story they know and change one thing



Plan and write new stories, characters and settings



Spelling and handwriting

Phonics and 45 tricky words. Form every letter correctly; first joins.

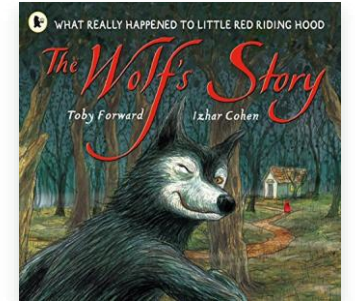
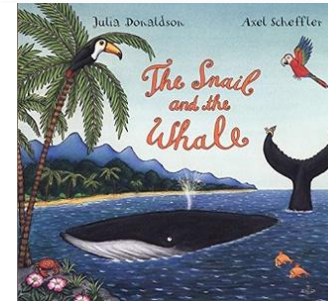
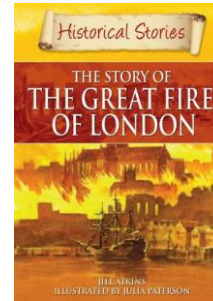
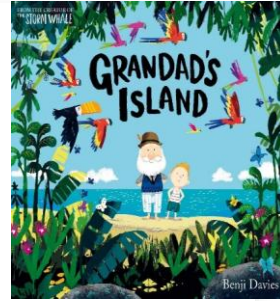
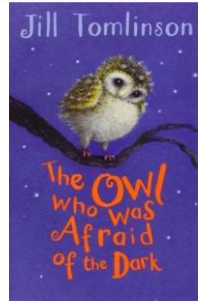
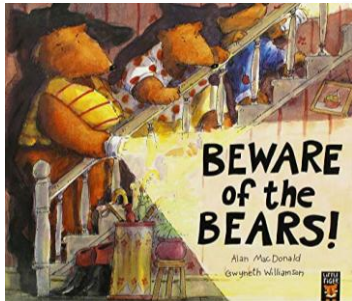
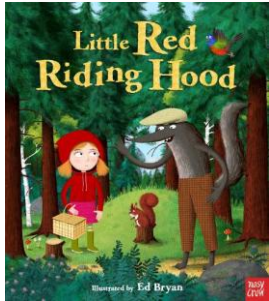


Spelling patterns and 64 new words. Joins become fluent.



What your child will write this year

Each unit starts with a quality book. We read it, talk about it and act it out before we write.



Fiction

Made-up stories

Stories

Diaries

Character descriptions

Setting descriptions

Poems



Non-fiction

Real information

Recounts

Letters and postcards

Instructions and recipes

Information texts

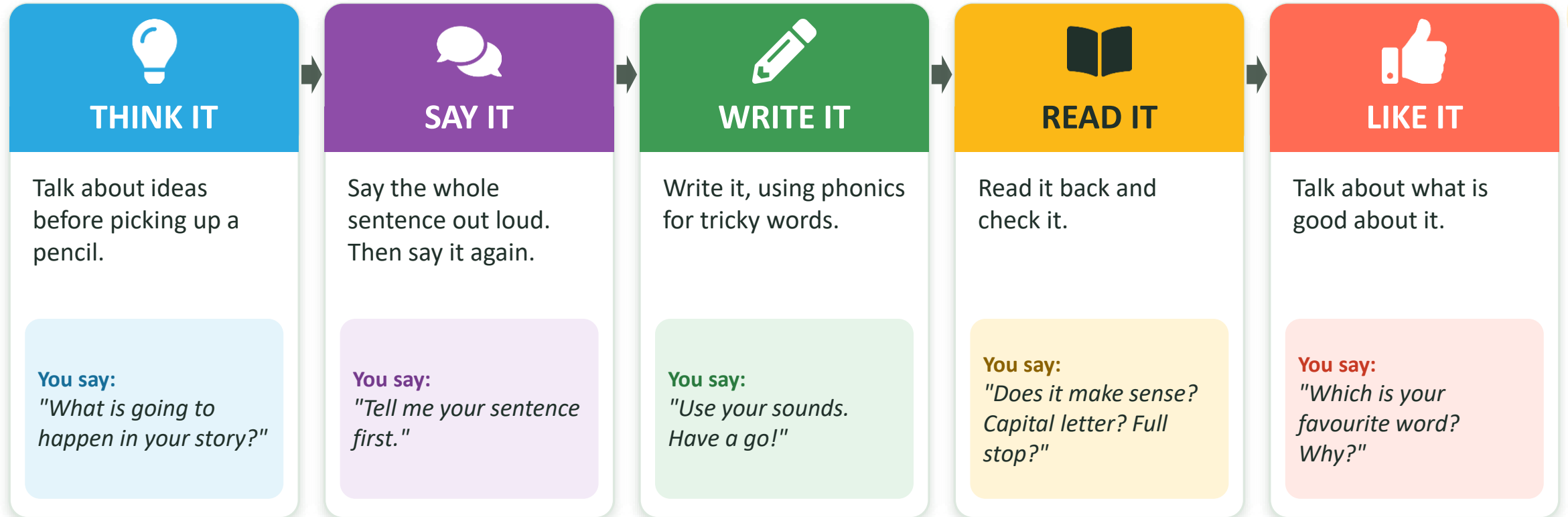
Persuasive letters

Book reviews



Say it before you write it

Talk for Writing: "If you cannot say it, you cannot write it."

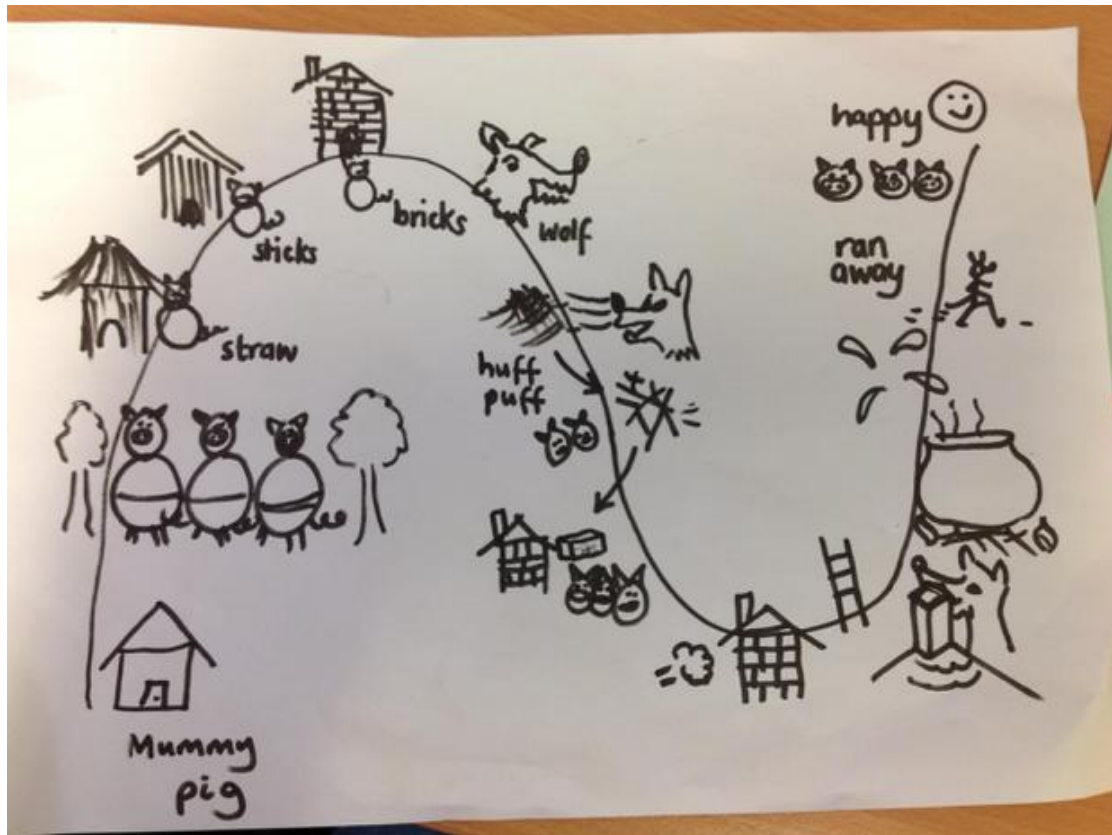


Top tip: ask your child to say their sentence twice before writing it. If it changes the second time, it is not ready yet.



From retelling to inventing

In Year 1, children retold stories and changed one thing. In Year 2, they start to invent their own.



1

Start with a story your child knows well, and draw it as a story map.

2

Change it: a new character, a new setting, a new problem, or all three!

3

Draw the new map together. Stick figures are perfect!

4

Tell the new story using the map, adding describing words as you go.

5

Write it one picture at a time. Say each sentence before writing it.

Try this: The Three Little Pigs in space? Three little dinosaurs?



Ban boring sentences!

Watch one simple sentence grow, one step at a time.



Start here

The cat walked along the wall.



Add describing words
and a better verb

The **fluffy ginger** cat **prowled** along the **red brick** wall.



Add a joining word

The **fluffy ginger** cat **prowled** along the **red brick** wall **because** it was spying on a tasty-looking bird.



Add an interesting
opener

Whilst licking its lips, the **fluffy ginger** cat **prowled** along the **red brick** wall **because** it was spying on a tasty-looking bird.

At home, ask: *"Can we make that sentence even more exciting? What kind of cat? How did it move? Why?"*



Your turn! Build a better sentence

You are the class today. Shout out your ideas!

ACTIVITY



The girl walked through the forest.

1

Describe it

What kind of girl? What kind of forest?

Add describing words (adjectives).

?

2

Choose a better verb

Can we find a better word than "walked"?

Think: is she happy, scared or in a hurry?

?

3

Stretch it

Why is she in the forest?

Add "because", "when" or "but".

?

4

Open it

How could the sentence start differently?

For example: "One sunny morning, ..."

?



Here is one we built earlier

There is no single right answer. Every good idea deserves praise!

Humming happily, the **little** girl in the **bright red** cloak **skipped** through the **dark, gloomy** forest **because** she was taking a basket of cakes to her grandma.

Opener

Describing words

Better verb

Joining word

Choose a verb that shows how she feels



Happy

skipped

danced

bounced



Scared

tiptoed

crept

edged



In a hurry

dashed

raced

hurried



Tired

trudged

plodded

shuffled



Swap boring words

Some words are used so often that they become boring. Help your child find better ones.

ACTIVITY

Instead of **said**, try ...

whispered

shouted

called

yelled

argued

screamed

muttered

giggled

replied

*"Who is there?" **whispered** Little Red Riding Hood.*

Your turn! Instead of nice ...

How many words can you think of?

?

?

?

?

?

?

?

?

Think about a nice person, a nice day and a nice cake. Do they need different words?

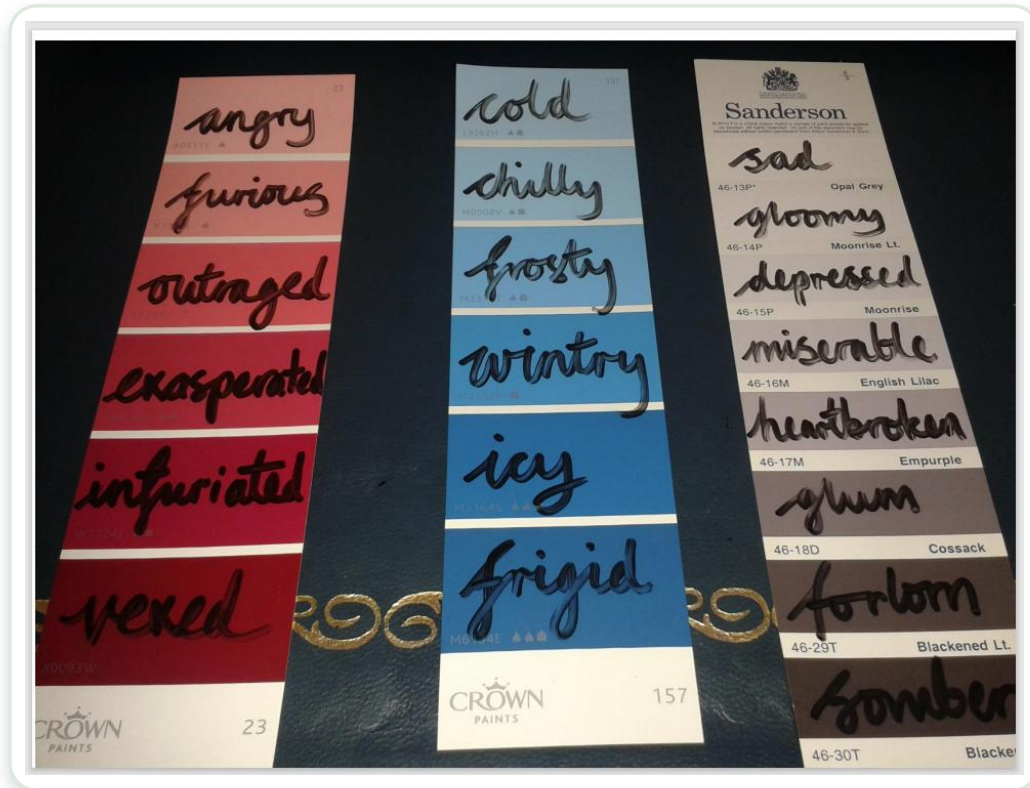


Try this at home: play "word swap" at dinner or in the car. Who can think of the most words for big, happy or cold?



Shades of meaning: word paint charts

Words can be weak or strong, just like colours can be light or dark.



angry → furious → infuriated cold → frosty → frigid

Words for "nice" you might have thought of

pleasant

lovely

kind

friendly

charming

delightful

likeable

good-natured

thoughtful

Make your own paint chart

- 1 Collect free paint colour strips, or colour your own from light to dark.
- 2 Choose a simple word, such as sad, big or cold.
- 3 Write words on each shade, from weakest to strongest.
- 4 Stick it on the fridge. Can your child use a word in their writing?

Worth buying: a simple children's thesaurus is a great tool for Year 2 writers.



Describing a character: outside and inside

ACTIVITY

In class this is called "Role on the Wall". Let us describe Little Red Riding Hood.



Outside

What does she look like? What is she wearing?

a bright red hooded cloak

curly ginger hair

a woven wicker basket

Your idea ...

Your idea ...

Inside

What is she like? How does she behave?

kind and caring

curious

far too trusting!

Your idea ...

Your idea ...

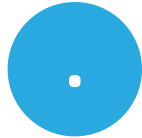
Put it together:

Little Red Riding Hood was a **kind** girl with **curly ginger hair**, but she was **far too trusting**.



Who is in Grandma's bed? Four kinds of sentence

Year 2 children learn to write statements, questions, exclamations and commands.



Statement

Tells you something.

"The wolf is hiding in Grandma's bed."



Question

Asks something.

"Why are your ears so big, Grandma?"



Exclamation

Starts with "What" or "How".

"What big teeth you have!"



Command

Tells someone to do something.

"Get out of Grandma's bed!"

Your turn: what else might Little Red Riding Hood ask the wolf?



Describing a setting: use your senses

Imagine you are standing on this path. What can you see, hear, smell and feel?

ACTIVITY



I can see ...

tall, dark trees and a winding path



I can hear ...

crunching leaves and a hooting owl



I can smell ...

damp, earthy moss



I can feel ...

a chilly breeze on my cheeks

Level up the description



I must

use adjectives
e.g. an eerie forest



I should

use expanded noun
phrases
e.g. tall, dark trees



I could

use a simile
e.g. as quiet as a mouse



Grammar words your child will use

You do not need to teach these, but it helps to know what your child is talking about!

Noun

A naming word.

Grandma, basket, London

Adjective

A describing word.

dark, gloomy, huge

Verb

A doing or being word.

skipped, crept, is

Adverb

Says how something is done.

quickly, silently

Expanded noun phrase

A noun with extra detail.

the big, bad wolf

Conjunction

A joining word.

*and, but, or, because, when,
if, that*

Past tense

Something that has already happened.

jump → jumped, run → ran

Suffix

Letters added to the end of a word.

*sad → sadness, hope →
hopeful*



Read it and check it

Help your child become their own editor.

The Year 2 punctuation checklist



Capital letters

Start of a sentence, names and "I"



Full stops

The wolf ran away.



Question marks

Where is Grandma?



Exclamation marks

What a surprise!



Commas in a list

cakes, apples, jam and bread



Apostrophes

the girl's basket; do not → don't

How to help your child check



Read it aloud. Ask your child to read their writing to you.



Listen for the stops. Where does their voice stop? That is where a full stop goes.



Tick what is good first. Find two things they did well.



Choose one thing to fix. Just one! Let them find and correct it.



Try not to correct every mistake. Lots of red marks can put a child off writing.



Spelling: little and often

Common exception words do not follow the usual phonics rules, so children learn them by heart.

Year 2 common exception words (64)

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



Have a go first

Say the word slowly and use their sounds. Praise a good try.



Look, Say, Cover, Write, Check

Look

Say

Cover

Write

Check



Spot the pattern

Learning -dge? Hunt for more: badge, hedge, bridge.



Little and often

3 to 5 words, five minutes a day. Go back to old words a few weeks later.



Avoid copying

Copying does not make words stick. Write from memory, then check.



Handwriting: good habits

We use the Nelson Handwriting scheme. Joining began in Year 1; in Year 2, joins become fluent.



The small arrows show where each letter starts.



Hold the pencil correctly

Pinch it between the thumb and first finger, resting on the middle finger.



Sit comfortably

At a table, feet flat on the floor, paper slightly tilted.



Start in the right place

Every letter has a starting point. Watch how your child forms each one.



Get the size right

Tall letters (b, d, h), short letters (a, c, e) and letters with tails (g, j, y).



Leave finger spaces

A small gap between each word makes writing easy to read.



Give your child real reasons to write

Children write more, and try harder, when their writing has a purpose.



Cards

Birthday and thank-you cards for family and friends.



Shopping lists

Let your child write the list, then tick things off in the shop.



Letters and postcards

Write to grandparents, or send a postcard from a day out.



Recipes and menus

Write the steps as you cook, or a menu for a family meal.



Make your own book

A zig-zag, pop-up or flap book to fill with their own story.



Let them see you write

Lists, notes and cards. Show them that you make mistakes and fix them too.



Make it fun

Coloured pens, chalk, whiteboards, sticky notes or the computer.



Your home language counts

Talking through ideas in your home language still helps writing in English.





Your writing toolkit

Little and often is the secret. Try some of these every week.



Say every sentence out loud before writing it.



Draw a story map and retell the story.



Ban boring sentences: what kind? how? why?



Swap boring words: said, nice, big, sad.



Describe with your senses: see, hear, smell, feel.



Practise 3 to 5 spellings, five minutes a day.



Read it back, praise it, then fix one thing.



Write for real reasons: cards, lists, letters.



Any questions?

Thank you for coming, and for everything you do to help your child write.

You are always welcome to speak to your child's class teacher about their writing.

These slides are on our website: rgreeninf.brent.sch.uk

