

Year 2 WRITING

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined. I write capital letters (and digits) of the correct size/orientation to one another. 	<ul style="list-style-type: none"> I use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> I form lower case letters of the correct size relative to one another.
Spelling	<ul style="list-style-type: none"> I segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yestrday, exsighting, speshal, diffrent)</i> 	<ul style="list-style-type: none"> I spell longer words using suffixes such as ment, ness, ful, less, ly <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i> I can spell common exception words (door, because, sugar, people, - see Year 2 spelling list) 	<ul style="list-style-type: none"> I use apostrophes for the most common contracted words. <i>(e.g. don't, won't, I'll, I'm, won't)</i> I spell words with different spellings <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</i> I can identify and apply my knowledge of homophones/ near homophones <i>(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</i>
Composition	<ul style="list-style-type: none"> I develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including</i> 	<ul style="list-style-type: none"> I plan and discuss the content of my writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to</i> 	<ul style="list-style-type: none"> I proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should</i>

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	<p>simple narratives, poems and recounts)</p>	<p>say, sentence by sentence)</p> <ul style="list-style-type: none"> I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. <i>(Re-reading to check for sense; verbs used correctly e.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sitting and ate')</i> I write, from memory, simple dictated sentences. 	<p>be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</p> <ul style="list-style-type: none"> I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.
Grammar	<ul style="list-style-type: none"> My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. 	<ul style="list-style-type: none"> I use expanded noun phrases to describe, expand and specify. <i>('the delicate, blue butterfly flew off into the humid, summer sky')</i> I use subordination (using when, if, that or because). <i>(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i> 	<ul style="list-style-type: none"> I use sentences with different forms: statements, questions, exclamations and commands. <i>('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'Beware... whirlwinds can kill!' Sift the flour and mix the other ingredients')</i> I use co-ordination (using or, and, or but) <i>(You remembered your book bag but forgot your packed lunch.)</i> I use present and past tenses correctly and consistently including the progressive form. <i>(Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming')</i> I use adjectives, adverbs and

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Punctuation	<ul style="list-style-type: none"> • I use full stops and capital letters- most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i> • I mostly use exclamation and question marks accurately to demarcate sentences. 	<ul style="list-style-type: none"> • I use capital letters for the personal pronoun I and for most proper nouns. 	<p>expanded noun phrases to add detail and specify.</p> <ul style="list-style-type: none"> • I begin to use commas to separate items in a list. • I sometimes use apostrophes for singular possession.

Working at a HIGHER STANDARD (Greater Depth)

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Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • I am confident and consistent in my use of: <ul style="list-style-type: none"> ○ capital letters and appropriate end marks to demarcate sentences; ○ capital letters for the personal pronoun I and for proper nouns; ○ commas used to separate items in a list; ○ apostrophes to mark contractions; ○ apostrophes for singular possession. • I apply spelling rules and patterns from Year 2 accurately with spelling strategies used to attempt more ambitious words. • My capital letters and lower case letters are correctly sized and oriented and most letters are joined. 	<ul style="list-style-type: none"> • My narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a better-rounded ending which relate to events in the text. • My non- narrative texts are sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence. • I sustain the writing of longer texts, showing increasing stamina and I am able to consistently engage the reader. 	<ul style="list-style-type: none"> • I am confident and consistent in my use of: <ul style="list-style-type: none"> ○ simple, compound and complex sentences; ○ a widening variety of conjunctions that add information and expand ideas; ○ different sentence types appropriate for their purpose which add impact; ○ past and present tenses, including the progressive forms. • My word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately. • I add detail by using expanded noun phrases using adjectives, prepositional phrases and sometimes similes. • I use adverbials to sequence my writing and occasionally to show a change in setting. 	<ul style="list-style-type: none"> • My writing is re-read and its effectiveness evaluated independently. • Changes are made to improve the impact of my writing. • My proof reading is careful and inaccuracies are corrected, mostly independently.