| **Year 2 WRITING** |
| --- |
| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * 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.
 | * I use spacing between words that reflects the size of the letters.
 | * I form lower case letters of the correct size relative to one another.
 |
| **Spelling** | * I segment spoken words into phonemes and record these as graphemes. *(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 spell longer words using suffixes such as ment, ness, ful, less, ly *(Root words ending in a consonant- merriment, happiness, plentifull, penniless, happily, quickly, thoughtless/ful/ly)*
* I can spell common exception words (door, because, sugar, people, - see Year 2 spelling list)
 | * I use apostrophes for the most common contracted words. *(e.g. don’t, won’t, I’ll, I’m, won’t)*
* I spell words with different spellings *(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)*
* I can identify and apply my knowledge of homophones/ near homophones *(There/their/they’re; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)*
 |
| **Composition** | * I develop stamina for writing by writing for different purposes. *(Real and fictional events/own and other’s experiences- including simple narratives, poems and recounts)*
* I can orally plan what I am going to write about.
 | * I plan and discuss the content of my writing. *(Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence)*
* I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. *(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 write, from memory, simple dictated sentences.
 | * I proof-read to check for errors in spelling, grammar and punctuation. *(Will spot most of their own spelling and errors quickly. e.g. ‘This should be an exclamation because she’s shouting for help’ ‘I forgot to double the p of stop when adding –ing’)*
* I can read aloud what I have written with appropriate intonation to make the meaning clear.
* I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.
 |
| **Grammar** | * My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
* I use sentences with different forms: statements, questions, exclamations and commands. *(‘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 use expanded noun phrases to describe, expand and specify. *(‘the delicate, blue butterfly flew off into the humid, summer sky’)*
* I use subordination (using when, if, that or because). *(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.*
* I use co-ordination (using or, and, or but) (*You remembered your book bag but forgot your packed lunch.)*
 | * I use present and past tenses correctly and consistently including the progressive form. *(Consistently makes the correct choice eg: ‘She is drumming; she drummed, she was drumming’*
* I use adjectives, adverbs and expanded noun phrases to add detail and specify.
 |
| **Punctuation** | * I use full stops and capital letters- most are correct. *(This will be consistent across a range of dictated and independent writing)*
* I mostly use exclamation and question marks accurately to demarcate sentences.
 | * I use capital letters for the personal pronoun I and for most proper nouns.
 | * 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)** |
| **YEAR 2 WRITING** |
| **Transcription** | **Composition** | **Grammar** | **Drafting, Editing and Proof Reading** |
| * I am confident and consistent in my use of:
	+ 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.
 | * 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.
 | * I am confident and consistent in my use of:
	+ 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.
 | * 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.
 |