

Year 2

Writing - Composition	Writing – Vocab, Grammar, Punctuation	Transcription - Spelling	Transcription - Handwriting
Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others	Form lower-case letters of the correct size relative to one another in some of his/her writing
Write about real events, recording these simply and clearly	Form adjectives using suffixes such as -ful, -less	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Form lower-case letters of the correct size relative to one another in most of his/her writing
Write poetry to develop positive attitudes and stamina for writing	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Spell many common exception words	Use the diagonal and horizontal strokes needed to join letters in some of his/her writing
Write for different purposes to develop positive attitudes and stamina for writing	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	Spell most common exception words	Use the diagonal and horizontal strokes needed to join letters
Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing	Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	Spell some words with contracted forms	Understand which letters, when adjacent to one another, are best left unjoined
Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or comma	Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Use present and past tense mostly correctly and consistently	Spell by distinguishing between homophones and near-homophones	Use spacing between words that reflects the size of the letters
Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly	
Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils	Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required	Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)	
Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Use question marks and exclamation marks appropriately	Apply spelling rules and guidance, as listed in (English Appendix 1)	
Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher	Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
Read aloud what he/she has written with appropriate intonation to make the meaning clear	Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name		
	Use commas to separate items in a list		