**Year 2**

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| **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 |  |  |