

YEAR 2	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKILL 1- SUPER SPELLER	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by near-homophones • Distinguishing between homophones and graphemes, spelling many correctly Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <ul style="list-style-type: none"> • 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 • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.' • Learning to spell common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) [for example, the girl’s book] 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Use word recognition, word structure and spelling patterns to help spell words 	<ul style="list-style-type: none"> • Know how to tackle unfamiliar words that are not completely decodable • Familiar words which are used regularly are always spelt correctly • Nearly all the HF words for Yr 1 and 2 are spelt correctly 	<ul style="list-style-type: none"> • Spelling of many monosyllabic words is correct • Common polysyllabic words are usually spelt accurately • phonetically plausible attempts at longer polysyllabic words
YEAR 2	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 2- STRUCTURE & ORGANISATION	<ul style="list-style-type: none"> • Consider what they are going to write before beginning • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Make simple additions, revisions and corrections to their own writing 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Begin to use an appropriate opening • Growing awareness of sequencing ideas • Organisation reflects the purpose of the writing, e.g. a newspaper report has a headline, 	<ul style="list-style-type: none"> • Begin to use an appropriate ending • Appropriate presentational features used, both on paper and on screen, for different text types • Start to show an awareness of paragraphs 	<ul style="list-style-type: none"> • An opening or closing might be used, but may not be conventionally presented • The main features of the text type are used, e.g. a story has a beginning, middle and end and a non-chron. report has an intro, some points under sub-headings, and an end statement

	<p>aby3line,anintroductionandthena chronologicalrecountofevents</p> <ul style="list-style-type: none"> •Use connectives that signal time, e.g. then, after,before,meanwhile 		<ul style="list-style-type: none"> • Initial part of the text is often more organised than the latter part of the text • A basic introduction is attempted, followed by some main ideas • Sub-headings can guide paragraphs in non-fiction work • Writing is sequenced but not always consistent • Divisions in narrative may be marked by paragraphs
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<p>WRITING SKILL 3-</p> <p>AUDIENCE & PURPOSE</p>	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes • Evaluating their writing with the teacher and other pupils 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Always try to use some interesting words they have never used before • Write a story where more than one thing happens and where there is more than one character • They know who their writing is for (their intended audience) • Details used to engage the reader • Begin to use headings in non-fiction writing • Writing makes sense all the way through 	<ul style="list-style-type: none"> • Start to use comments and questions to show a point of view • Use story language Many years ago or One hot summers day • Add simple description to characters and settings • Writing is lively and can hold a readers interest • Think about the different styles needed for different types of writing • Stories have strong openings, e.g. either describing the setting or the character • Can maintain the correct form throughout a piece of writing, including tense and person • Use headings and sub-headings 	<ul style="list-style-type: none"> • Begin to add physical description of characters and setting • Begin to express an opinion • Beginnings of narrative are more lively and can capture the readers interest • Writer has control of their writing and is aware of the reader • They are beginning to know how to write to different audiences for different purposes •Basic elements of story structure are present eg: an opening, more than one character and two or more events in chronological sequence and a logical ending

		• Set out a letter appropriately	
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WRITING SKILL 4-	Read aloud what they have written with appropriate intonation to make the meaning clear.		
	STEPS TO SUCCESS		
WORDS, WORDS, WORDS	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Use interesting words to describe people or things • Some ambitious word choices • Some variation in word choices, e.g. avoiding repetition of a noun/verb 	<ul style="list-style-type: none"> • Use interesting adjectives to describe people, objects and setting • Use interesting adverbs to describe actions • Use appropriate words to support the text type e.g. match the language to the story types • Some evidence of simple similes H It was as yellow as the sun 	<ul style="list-style-type: none"> • Some evidence of verbs qualified by adverbs and adverbial phrases H he ran quickly ,the boy climbed out of the pond, onto the side and then moved away • Details are included where necessary • Vocabulary can still be a little limited and key words are often used too frequently
YEAR 2	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 5-	<ul style="list-style-type: none"> • Encapsulating what they want to say, sentence by sentence • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • The grammar for year 2 in English Appendix 2 • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing • Sentences with different forms: statement, question, exclamation, command • The present and past tenses form correctly and consistently including the progressive form. • Expanded noun phrases to describe and specify [for example, the blue butterfly] • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 		
GRAMMAR	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	<ul style="list-style-type: none"> • Use connectives other than and/then to link ideas, e.g. but/because 	<ul style="list-style-type: none"> • Experiment with ways to join sentences, e.g. when ,because ,while, so and use them to link ideas 	<ul style="list-style-type: none"> • Beginning to use a wider range of connectives to extend beyond a simple sentence structure – e.g. after, if ,because

	<ul style="list-style-type: none"> • However, there is still a reliance on and and but to join ideas • Try to use the past and present tense correctly • Instructions start with an imperative verb • Use the same person throughout a piece of writing • Try to use question marks (?) and exclamation marks () • Begin to use commas to separate items in a list • Only use capital letters for names or the start of sentences • Use sentences from texts as models for writing 	<ul style="list-style-type: none"> • Begin to use subordination, e.g.If ,so, while ,though and since • Sometimes starting sentences in different ways • In a non-chronological report, the present tense is maintained • Write a piece and use pronouns to link ideas, e.g. I, we, me, they, she, he • Use of adverbials • Use !and ? • Some use commas in a list 	<p>,during</p> <ul style="list-style-type: none"> • Sentences sometimes begin in a different way, e.g. using an adverb(e.g. Nervously ,she walked into the room) or phrases (e.g. Without a doubt,this wasthe best party ever) • However, many sentences still start with It They Then We • Beginning to show some variety in sentence structure, e.g. using a mixture of short sentences with longer ones • Can maintain the past tense in a piece of narrative • Full stops and capital letters mostly accurate • Capital letters are sometimes used for proper nouns • Includes examples of direct speech with some examples of speech marks • Usually uses commas in a list
YEAR 2	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 6- HANDWRITING	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters. 		
	STEPS TO SUCCESS		
	WORKING TOWARDS	WORKING WITHIN	WORKING AT GREATER DEPTH
	In handwriting, letters are accurately formed and consistent in size.		Handwriting is joined and legible.