

English: Writing Teaching Year 2

Planning compositions	To plan or say out loud what they are going to write about before writing
	To encapsulate what they want to say, sentence by sentence before writing
	To write down ideas and/or key words, including new vocabulary
	To write from memory simple sentences dictated by the teacher (using GPCs, common exception words and punctuation taught so far)
Writing experience	<i>To write a narrative about their own and others' experiences (real and fictional - after discussion with the teacher)</i>
	<i>To write for different purposes (after discussion with the teacher)</i>
	To write poetry
	To write for different purposes
	To develop stamina for writing
Evaluating and editing compositions	To re-read to check that writing makes sense
	To proof-read to check for errors in spelling, grammar and punctuation
	To make simple additions, revisions and corrections to own writing
	To evaluate their writing with the teacher and other pupils
	To read writing aloud with appropriate intonation to make the meaning clear
Vocabulary	To use the terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Word (also see spelling)	To explore the formation of adjectives using suffixes such as -ful, -less
	To understand the formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]
	To use the suffixes -er, -est in adjectives
	To use the suffix -ly to turn adjectives into adverbs

Italic are not from interim assessment document - either national curriculum or VW request

End of Year 2 writing expectations

Handwriting	To form lower-case letters in the correct direction, starting and finishing in the right place
	To form lower-case letters of the correct size relative to one another in some writing
	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
	To use spacing between words.
	To use spacing between words that reflects the size of the letters.
	To use the diagonal and horizontal strokes needed to join letters in some of their writing
	To understand which letters when adjacent to one another are best left un-joined (x and q)
Composition and structure	To write sentences that are sequenced to form a short narrative (after discussion with the teacher)
	To know some features of written standard English
	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar for their writing
	make simple additions, revisions and proof-read to make corrections to their own writing
Linking	To use co-ordination (or / and / but)
	To use some subordination (when / if / that / because)
	To use a balance of simple and compound sentences
	To organise writing into sections using subheadings
	To begin to use paragraphs with some accuracy
Grammar	To use sentences with different forms in writing (statements, questions, exclamations and commands)
	To use some expanded noun phrases to describe and specify
	To use present and past tense mostly correctly and consistently
	To use verbs to indicate tense correctly and consistently
Punctuation	To demarcate some sentences with capital letters and full stops
	To demarcate most sentences with capital letters and full stops
	To make some use of question marks (where correctly required)
	To make some use of exclamation marks
	To use commas in lists
	To begin to use apostrophes for contractions (omission)
	To begin to use apostrophes to show singular possession
	To use the full range of punctuation taught at key stage 1 mostly correctly
Spelling	To segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonetically-plausible attempts at others.
	To segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically-plausible attempts at others.
	To spell some common exception words
	To spell many common exception words
	To spell most common exception words
	To spell some words with contracted forms
	To spell most words with contracted forms
	To add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)