

Year Two Writing

| | Term One | Term Two | Term Three | Term Four | Term Five | Term Six | |
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| | | Step One | Step Two (Emerging) | Step Three (Expected) | Exceeding |
|---------------|-------------|---|---|--|--|
| Transcription | Spelling | <p>1. I am beginning to spell words by segmenting them into their phonemes.</p> <p>2. I know what a homophone is and can give an example.</p> <p>3. I can spell 90 of the year one/two high frequency words.</p> <p>4. I can identify the apostrophe where a letter has been left out in a contraction.</p> <p>5. I can identify an apostrophe to show procession (singular – ‘the girl’s book).</p> <p>6. I can spell words with the suffix –ness and –ly accurately (e.g. sadness, sadly).</p> <p>7. I can write a simple sentence from memory.</p> | <p>25. I use my knowledge of syllables to help me spell words.</p> <p>26. I can spell some homophones e.g. see/sea, one/won, to/too/two.</p> <p>27. I can spell 120 of the year one/two high frequency words.</p> <p>28. I can spell some words in their contracted form e.g. can’t, didn’t, don’t.</p> <p>29. I am beginning to use the possessive apostrophe.</p> <p>30. I can spell words with the suffix –full and –less.</p> <p>31. I can write simple sentences using high frequency words.</p> | <p>45. I spell by segmenting words into phonemes or syllables which I represent correctly.</p> <p>46. I can spell some common homophones and near-homophones (quite/quiet).</p> <p>47. I can spell 130 of the year one/two words.</p> <p>48. I can spell a range of words in their contracted form (<i>see Yr 2 SPaG guidance</i>).</p> <p>49. I am learning to use the possessive apostrophe.</p> <p>50. I add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)</p> <p>51. I write from memory simple sentences dictated by the teacher</p> | <i>I have all of the expected strands and I am embedding these skills in all subjects.</i> |
| | Handwriting | <p>8. I form lower case letters of the correct size relative to one another.</p> <p>9. I join letters using diagonal and horizontal strokes.</p> <p>10. I write capital letters and digits of the correct size, orientation and relationship to one another.</p> <p>11. I leave spaces between words which reflect the size of the letters.</p> | | | |

| | | Step One | Step Two (Emerging) | Step Three (Expected) EOYE | Exceeding |
|-------------|-----------------------|--|--|---|---|
| Composition | Structure and Purpose | <u>PLANNING</u> 12. With an adult I can speak about my ideas before writing them. | <u>PLANNING</u> 32. I can use a planning grid to record my ideas for writing. | <u>PLANNING</u> 52. I plan and say out loud what I am going to write, recording ideas, key word and new vocabulary. | <i>I have all of the expected strands and I am embedding these skills in all subjects</i> |
| | | <u>WRITING</u> 13. I am beginning to write about personal experiences. 14. I can write my news. 15. I can write an acrostic poem. | <u>WRITING</u> 33. I can write about personal experiences sequentially. 34. I can write a non-fiction text. 35. I can write a poem using simple rhyming words. | <u>WRITING</u> 53. I write narratives about personal experience and those of others (real or fictional). 54. I write about real events. 55. I write poetry. | |
| | | <u>EVALUATING</u> 16. With my teacher I can use success criteria to evaluate my work. 17. I am beginning to re-read my work to check it makes sense. 18. With an adult I can read my work to check for errors in spelling, grammar and punctuation. 19. I can read aloud my work to my learning table. | <u>EVALUATING</u> 36. I am beginning to make my own success criteria to evaluate my work. 37. I re-read my work to check it makes sense. 38. With a peer I can proof read to check for errors in spelling, grammar and punctuation. 39. I can read aloud my work to the whole class. | <u>EVALUATING</u> 56. I evaluate my writing against the success criteria with my teacher and my peers. 57. I re-read to check my work makes sense, ensuring verbs are used accurately. 58. I proof read to check for errors in spelling, grammar and punctuation. 59. I can read aloud of what I have written using the appropriate intonation. 60. I write for different purposes. 61. I encapsulate what I want to say, sentence by sentence. | |

| | | Step One | Step Two (Emerging) | Step Three (Expected) EOYE | Exceeding |
|-------------|-------------------------------------|---|---|--|--|
| Composition | Vocabulary, grammar and punctuation | <p>20. I can use capital letters, question marks and exclamation marks correctly.</p> <p>21. I can write statements and question sentences.</p> <p>22. I can use a simple adjective to describe a noun (e.g. blue butterfly).</p> <p>23. I can identify past and present tense in my writing.</p> <p>24. I can use because and but to join ideas within a sentence.</p> | <p>40. I am beginning to use apostrophes for a contraction and possession and commas for a list.</p> <p>41. I am beginning to write command and exclamation sentences.</p> <p>42. I can use ambitious adjectives to describe a noun (e.g. beautiful butterfly).</p> <p>43. I can sometimes write in the past/present tense.</p> <p>44. I can use if, when, or to join ideas in a sentence.</p> | <p>62. I am using full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>63. I write sentences of different forms: statement, question, exclamation and command.</p> <p>64. I use expanded noun phrases to describe and specify e.g. 'the beautiful, blue butterfly.'</p> <p>65. I use the present and past tenses correctly</p> <p>66. I use subordination (when, if, that, or, because) and co-ordination (or, and, but).</p> <p>67. I use grammar from yr2 SPaG booklet.</p> <p>68. I use features of written standard English.</p> | <p><i>I have all of the expected strands and I am embedding these skills in all subjects</i></p> |

Genres covered: