

Year 2 Expectation - Writing

Spelling, Punctuation and Grammar

- Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.
- Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence - tick the criteria).
- Can use the suffixes -ment, -ness, -ful, -less and -ly.
- Is beginning to use a dictionary to check spelling.
- Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length.
- Can use coordinating conjunctions 'so', 'but' and 'and' to join sentences.
- Can use conjunctions other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).
- Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's dog...', 'The cat's bowl...'.
• Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).
- Can use capital letters for place names, days of the week, months and the personal pronoun 'I'.
- Can use fronted adverbials for time, place and manner (when, where and how).
- Can consistently use past and present tense accurately.
- Can use range of adjectives, adverbs and verbs to make the sentences lively and interesting.
- Can use different types of sentences - statement, question, exclamation and command.
- Can use subordinating conjunctions - when, if, because.
- Can use alliteration to make writing more interesting.
- Can use a comma between two adjectives in a list.
- Can use apostrophes to mark where letters are missing in spelling (omission) and to mark singular possession in nouns.
- Am beginning to use inverted commas (speech marks) to punctuate direct speech.

Transcription, Composition and Vocabulary

- Can control use of ascenders/descenders and upper/lower case letters in handwriting.
- Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).
- Begins to show some evidence of joining handwriting.
- Can consistently join handwriting in a legible cursive script.
- Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
- Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).

- Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.
- Can write under headings and subheadings.
- Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title - 'Big Billy Goat Gruff').
- Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).
- Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).
- Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).
- Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).
- Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).
- Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).
- Can use past and present tenses correctly.