

Year Two End Year Expectations

Writing

Transcription and Handwriting	Vocabulary, Grammar and Punctuation	Composition
<p>Spelling</p> <ol style="list-style-type: none"> 1. I can segment spoken words into phonemes and record these as grapheme, spelling many correctly. 2. I can spell words with alternative spellings, including a few common homophones and near homophones. 3. I can spell common exception words. 4. I can spell some contractions. 5. I can spell unfamiliar words using alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities). 6. I can write simple dictated sentences that include words and punctuation taught so far. 7. I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs. 8. I can spell longer words using suffixes including 'ment', 'ness', 'ful', 'less'. <p>Handwriting</p> <ol style="list-style-type: none"> 9. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 10. I am beginning to use some of the diagonal and horizontal strokes needed to join letters. 11. I can form lower-case letters of the correct size relative to one another. 12. I show which letters may be left un-joined. 13. I use spacing between words that reflects the size of the letters. <p>Grammar and punctuation terminology <i>noun, noun phrase, verb, adjective</i> <i>tense (past, present)</i> <i>suffix</i> <i>apostrophe, comma</i> <i>compound</i> <i>statement, question, exclamation, command</i></p>	<p>Grammar</p> <ol style="list-style-type: none"> 14. I can use subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and', 'but'). 15. I can use expanded noun phrases (eg 'the butterfly' = noun phrase, whereas 'the blue butterfly' = expanded noun phrase). 16. I consistently use the correct tense: present and past. 17. I can use sentences with different forms: statement, question, exclamation, command. 18. I can use some features of Standard English eg avoid double negatives, use of 'cos'. 19. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning). <p>Punctuation</p> <ol style="list-style-type: none"> 20. I correctly demarcate sentences with capital letters and full stops / ? / ! 21. I can use commas to separate items in a list. 22. I can use apostrophes to show missing letters. 23. I can use apostrophes to show singular possession in nouns. 24. I use capital letters for a wider range of proper Nouns <p>Sentence structure</p> <p>_Use time adverbs/adverbials other than first, next etc to move events on in narrative. For example – A few minutes later..., In the Spring..., At midnight...</p> <p>_Add detail through noun phrases: creaking door, shining brightly</p> <p>_Use a range of sentence starters: Gently..., Unfortunately..., As...,</p> <p>Vocabulary</p> <p>_Use some phrases and words that they come across in reading</p> <p>_Use specific nouns when needed. For example - terrier, not dog</p> <p>Punctuation</p> <p>_Check that capital letters, commas and question marks are used</p> <p>when needed and attempt to use speech marks</p>	<p>Purpose and organisation</p> <ol style="list-style-type: none"> 25. I can write for different purposes, including real events and poetry, showing a positive attitude and stamina. 26. I am able to orally rehearse a structured sentence or sequences of sentences. 27. I can plan and discuss the content of writing and record my ideas. 28. I can write narratives about personal experiences and those of others, both real and fictional. 29. I can use the progressive forms of verbs in the present and past tense (I am running / I was running). <p>Editing</p> <ol style="list-style-type: none"> 30. I can re-read what I have written to check that it makes sense. 31. I can proof-read to check for errors in spelling, grammar and punctuation. 32. I can evaluate my own writing independently, with friends and with an adult. 33. I can read aloud what I've written with appropriate intonation. <p>Purpose and organisation</p> <p>_Write a narrative with a clear beginning, middle and end with events sequenced logically</p> <p>_Use simple layout features of non-fiction text types taught so far</p> <p>_Use first and third person consistently</p> <p>_Use dialogue appropriately in narrative writing</p> <p>_Sustain a longer piece of writing</p> <p>_Group related material into sections/paragraphs</p>

