

Year 2 Expectations - Writing

Emerging (85% should be here in November)	Met- (85% should be here in February)	Met (expected for end of Year 2) (85% should be here in June)	Met +	Deep
<p>Composition:</p> <ul style="list-style-type: none"> With support, write simple narratives, poems and recounts of real events for different purposes. With support is developing stamina for writing. Ideas are sequenced and sustained. Support to self-correct punctuation. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Can use expanded noun phrases e.g. blue butterfly With support make the correct choice in use of the present and past tense Use commas in lists Appropriately uses ?! as an alternative to a full stop. Can extend sentences using, because, but, when <p>Transcription:</p> <ul style="list-style-type: none"> Spelling is phonetically plausible. Some evidence of non statutory common words (tricky words) spelt correctly Beginning to use ment, ness, ful, less, ly to words ending in a consonant e.g. playful, sadness, enjoyment Begin to use the contracted forms e.g. can't. Spells some homophones correctly. <p>Transcription: handwriting</p> <ul style="list-style-type: none"> Form digits, capital letters, lower case letters of the correct size relevant to each other. Cursive style if relevant. 	<p>Composition:</p> <ul style="list-style-type: none"> Independently write simple narratives, poems and recounts of real events for different purposes. Developing stamina for writing. Independently compose and orally rehearse sentence by sentence. Support to write down key ideas using key words and new vocabulary. Independently edits and self corrects punctuation and some spellings. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> With support make the correct choice in use of the progressive form of verbs in the past and present tense e.g. She is walking, she walked, she was walking. Can extend sentences using, when, if, that, or Uses a variety of sentence starters and time connectives. <p>Transcription:</p> <ul style="list-style-type: none"> Some GPCs and common words spelt correctly. Correctly use ment, ness, ful, less, ly to words ending in a consonant e.g. playful, sadness, enjoyment Use more contracted forms e.g. couldn't Begin to use possessive apostrophes for singular nouns e.g. man's, Megan's <p>Some spelling rules being applied (NC P.55)</p> <p>Transcription: handwriting</p> <ul style="list-style-type: none"> All letters are consistently sized and maintained. 	<p>Composition:</p> <ul style="list-style-type: none"> Confidently write narratives, poems and recounts of real events for different purposes. Some evidence of writing stamina. Includes main features of the appropriate form of writing. Independently compose and orally rehearse sentence by sentence ensuring ideas are linked in sequence. Independently write down key ideas using key words and new adventurous vocabulary (when planning). Usually re-reads and edits writing independently for accuracy including punctuation, spelling errors and grammar. Independently evaluate their own and others writing according to the purpose, effectiveness of word choice, grammar and punctuation. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Can use subordination and coordination consistently and correctly e.g. You need to pack your coat because it might rain today. Can consistently make the correct choice in use of the present and past tense including the use of the progressive form of verbs in the past and present e.g. She is walking, she walked, she was walking. <p>Transcription:</p> <ul style="list-style-type: none"> GPCs and common words spelt correctly. Beginning to apply taught spelling rules with increasing accuracy for year 2 (NC Page 55) Accurately use common alternative graphemes in writing e.g. ai/ay/a-e/ey Uses phonic knowledge to segment single and multi-syllabic words. Spellings are usually phonetically plausible e.g. yisterday Spells most homophones correctly e.g. some/sum, knight/night Use independently ment, ness, ful, less, ly and exception words ending in y Independently uses possessive apostrophes for singular nouns e.g. man's, Megan's <p>Transcription: handwriting</p> <ul style="list-style-type: none"> Handwriting is legible with almost all digits, letters, capital letters consistently formed. Spaces are consistent in relation to the size of the letters. Most diagonal and horizontal strokes are used to 	<p>Composition:</p> <ul style="list-style-type: none"> Confidently writes more complex narratives, poems and recounts of real events for different purposes. Edits writing without prompting for accuracy including punctuation and spelling errors. Uses appropriate and adventurous word choices. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Can confidently and consistently make the correct choice in use of the present and past tense including the use of the progressive form of verbs in the past and present e.g. She is walking, she walked, she was walking throughout their writing. Can use inverted commas for direct speech. <p>Transcription:</p> <ul style="list-style-type: none"> Consistently and accurately use independently ment, ness, ful, less, ly and exception words ending in y Confident and consistent use of homophones, near-homophones, possessive apostrophes and contracted apostrophes <p>Transcription: handwriting</p> <ul style="list-style-type: none"> School handwriting scheme fully embedded. Presentation is always neat. 	<p>Composition</p> <ul style="list-style-type: none"> Writing demonstrate an understanding of a wider range of different text types, with some choices being made accordingly. Writing maintains an appropriate form throughout longer pieces of writing. Ideas from across their reading influence their writing. Evaluation of the effectiveness of word choice, grammar and punctuation in their own writing leads to changes, often without prompting. Writing is starting to demonstrate a range of more complex sentences and a blend of co-ordination and subordination to extend ideas in different ways. <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Writing demonstrates a variety of correctly punctuated sentences with different structures and functions. The present and past tense, including the progressive form, are correctly chosen and used consistently throughout writing. Some playing with punctuation and grammar beyond their PoS is evident, magpied from their wider reading but not yet taught. <p>Transcription:</p> <ul style="list-style-type: none"> The use of common punctuation is accurate, including the use of

		join letters.		<p>apostrophes.</p> <ul style="list-style-type: none">• Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices. <p>Transcription: handwriting</p> <ul style="list-style-type: none">• Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.