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|  | **English – Writing Y2, expected standard** | **Name:** | | | | | |
|  | **Skills Progression** |  |  |  |  |  |  |
|  | When children start Year 2, they should be able to: |  |  |  |  |  |  |
|  | * Spell the Year 1 common exception words |  |  |  |  |  |  |
|  | * Accurately read and write using the Year 1 phonemes |  |  |  |  |  |  |
|  | * Add -er, -est, -ing, -ed where there is no change in the spelling of the root word. |  |  |  |  |  |  |
|  | * Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family |  |  |  |  |  |  |
|  | * Proof read and edit their writing using word banks, displays, guided work and response to marking/feedback |  |  |  |  |  |  |
| 1 | Write for a range of purposes and audiences based on personal experience and high-quality texts |  |  |  |  |  |  |
| 2 | Use full stops and capital letters consistently |  |  |  |  |  |  |
| 3 | Use sentences with different forms: *statements* |  |  |  |  |  |  |
| 4 | Use noun phrases to describe and specify |  |  |  |  |  |  |
| 5 | Use co-ordination (and/but/or/yet/so) |  |  |  |  |  |  |
| 6 | Use sentences with different forms: *questions* |  |  |  |  |  |  |
| 7 | Use question marks accurately |  |  |  |  |  |  |
| 8 | Use a variety of simple pronouns **(within TAF bullet 1)** |  |  |  |  |  |  |
| 9 | Use the progressive form of verbs |  |  |  |  |  |  |
| 10 | Use sentences with different forms: *commands* |  |  |  |  |  |  |
| 11 | Use subordination (when/if/that/because) to add extra information |  |  |  |  |  |  |
| 12 | Use the present and past tenses correctly and consistently |  |  |  |  |  |  |
| 13 | Use a variety of simple, compound and complex sentences **(within TAF bullet 5)** |  |  |  |  |  |  |
| 14 | Maintain stamina in longer pieces of writing **(within TAF bullet 1)** |  |  |  |  |  |  |
| 15 | Use some features of standard written English **(within TAF bullets 1 and 4)** |  |  |  |  |  |  |
| 16 | Evaluate their writing through discussion and make improvements to clarify the meaning and sense |  |  |  |  |  |  |
| 17 | Spell many of the Y2 common exception words and homophones |  |  |  |  |  |  |
| 18 | Spell many words with the range of Y2 phonemes mostly correctly |  |  |  |  |  |  |
| 19 | Add -er, -ed, -ing, -est to words where a change to the root word is needed |  |  |  |  |  |  |
| 20 | Add -ies to words to make plurals where a change to the root word is needed |  |  |  |  |  |  |
| 21 | Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing) |  |  |  |  |  |  |
| 22 | Read their writing aloud with intonation to make the meaning clear |  |  |  |  |  |  |
| 23 | Use a dictionary |  |  |  |  |  |  |
| 24 | Use sentence with different forms: *exclamations* |  |  |  |  |  |  |
|  | **Composition** |  |  |  |  |  |  |
|  | Record ideas (eg. through story maps, flow charts..) |  |  |  |  |  |  |
|  | Orally rehearse sentences before writing |  |  |  |  |  |  |
|  | Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures |  |  |  |  |  |  |
|  | Create simple characters in narratives:   * Heroes and villains |  |  |  |  |  |  |
|  | * 1 or 2 main characters |  |  |  |  |  |  |
|  | * Describe appearance, feelings |  |  |  |  |  |  |
|  | Create simple settings in narratives:   * the woods, under the sea, space, desert island |  |  |  |  |  |  |
|  | Use the main language features of narrative:   * story language |  |  |  |  |  |  |
|  | * powerful verbs |  |  |  |  |  |  |
|  | * third person |  |  |  |  |  |  |
|  | * tenses |  |  |  |  |  |  |
|  | * power of three (He wore old shoes, torn trousers and a hat with a hole.) |  |  |  |  |  |  |
|  | Use recurring language:   * they searched far and wide |  |  |  |  |  |  |
|  | * in a land far, far away |  |  |  |  |  |  |
|  | * Once there was a boy |  |  |  |  |  |  |
|  | Use the main language features of non-fiction:   * Imperative verbs for instructions |  |  |  |  |  |  |
|  | * Adverbs such as firstly, next, then |  |  |  |  |  |  |
|  | * Third person for reports |  |  |  |  |  |  |
|  | Use the main organisational features in fiction and non-fiction:   * Clear beginning, middle and end |  |  |  |  |  |  |
|  | * Headings for posters |  |  |  |  |  |  |
|  | * Numbered instructions |  |  |  |  |  |  |
|  | * Information in sections |  |  |  |  |  |  |
|  | Dialogue may be used in narrative writing with inverted commas beginning to be used accurately |  |  |  |  |  |  |

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|  | **English- Writing Y2, Greater Depth** |  |  |  |  |  |  |
| GD1 | Use commas in lists |  |  |  |  |  |  |
| GD2 | Use exclamation marks as an indication to the reader |  |  |  |  |  |  |
| GD3 | Use apostrophes for contractions |  |  |  |  |  |  |
| GD4 | Use apostrophes for singular possession |  |  |  |  |  |  |
| GD5 | Punctuation taught so far is used to ensure meaning is clear. |  |  |  |  |  |  |
| GD6 | Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations |  |  |  |  |  |  |
| GD7 | Spell most of the Y2 common exception words and homophones |  |  |  |  |  |  |
| GD8 | Spell most words with the range of Y2 phonemes mostly correctly |  |  |  |  |  |  |
| GD9 | Spelling is mostly accurate with plausible errors in more ambitious word choices |  |  |  |  |  |  |
| GD10 | Use diagonal and horizontal strokes to join some letters |  |  |  |  |  |  |
| GD11 | Spell words with the suffixes -ment, -ness, -less, -ly, -ful |  |  |  |  |  |  |
| GD12 | Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading) |  |  |  |  |  |  |
| GD13 | A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on. |  |  |  |  |  |  |
| GD14 | Discuss the effectiveness of their writing and may make changes without prompting |  |  |  |  |  |  |