**Year Two Writing Expectations.  Childs Name** _____  **Term** _____

| Unaided Write 1 title and date | | Unaided Write 2 title and date | | Unaided Write 3 title and date. | |
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| Transcription: Spelling and handwriting | Applying vocabulary grammar and punctuation | Composition |
|---|---|---|
| **Handwriting**<br><br>▪ forms lower-case letters of the correct size relative to one another<br><br>▪ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined<br><br>▪ **writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters**<br><br>use spacing between words that reflects the size of the letters.<br><br>**Spelling**<br>● **segments spoken words into phonemes and representing these by graphemes, spelling many correctly**<br><br>▪ learning to spell more words with contracted forms<br><br>▪ learning the possessive apostrophe (singular) [for example, the girl's book]<br><br>▪ **add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly (KPi is specific to adjectives and adverbs)**<br><br>▪ Adds endings –ing, -ed, -er, -est and -y<br><br>▪ words ending in -tion<br><br>▪ apply spelling rules and guidance – see attached<br><br>▪ learning to spell common exception words<br><br>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas | ▪ develop their understanding of the concepts set out in English Appendix 2 by:<br><br>**learning how to use both familiar and new punctuation correctly (see English Appendix 2),**<br><br>**including full stops,**<br><br>**capital letters,**<br><br>**exclamation marks,**<br><br>**question marks,**<br><br>**commas for lists and**<br><br>**apostrophes for contracted forms and the possessive (singular)**<br><br>▪ learn how to use:<br><br>sentences with different forms: statement, question, exclamation, command<br><br>expanded noun phrases to describe and specify [for example, the blue butterfly]<br><br>**the present and past tenses correctly and consistently including the progressive form**<br><br>**subordination (using when, if, that, or because) and co-ordination (using or, and, or but)**<br><br>● some features of written Standard English | **Pupils should be taught to:**<br>**develop positive attitudes towards and stamina for writing by:**<br><br>● writing narratives about personal experiences and those of others (real and fictional)<br><br>● writing about real events<br><br>● writing poetry<br><br>● writing for different purposes<br><br>**consider what they are going to write before beginning by:**<br><br>● planning or saying out loud what they are going to write about<br>● writing down ideas and/or key words, including new vocabulary<br>● **encapsulating what they want to say, sentence by sentence**<br><br>make simple additions, revisions and corrections to their own writing by:<br><br>● re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form<br>● **proof-reading to check for errors in spelling, grammar and and punctuation [for example, ends of sentences punctuated correctly].**<br>● |