

Year 2		ARE	Greater Depth
<p>Attitudes to writing: Pupils demonstrate a positive attitude towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional); writing about real events; writing poetry; writing for different purposes. They can discuss writing with the teacher and other pupils to evaluate the effective use of word choice, grammar and punctuation, and make appropriate additions, revisions and corrections.</p> <p>Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>Apply their knowledge of writing to a variety of different contexts independently using the key features. To write at length across a range of genres.</p>			
<p>Spoken Language</p> <p>Speaking</p> <p>Speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>Tell real and imagined stories using the conventions of familiar story language</p> <p>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication and articulate answers</p> <p>Participate in discussions and performances</p> <p>Listening</p> <p>Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>Ask relevant questions to clarify</p>			
<p>Audience and purpose</p>	<p>-Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Maintains the form when writing real and fictional narratives, recounts and poetry</p>	<p>All aspects of writing composition: planning, drafting, evaluating and proof-reading at national standard are embedded and used consistently.</p>
<p>Text structure and organisation</p>	<p>-Understand beginning, a middle and an end of a story as the setting, problem and resolution.</p>	<p>Clear, logical structures are used to support different types of writing (e.g.</p>	

	<p>-Understand the organisational features of recounts, instructions, explanations and non-chronological reports eg headings, sub-headings, conjunctions to sequence.</p> <p>-Understand poems can be written in verses.</p> <p>-Write stories with a setting, problem and resolution.</p> <p>-Write recounts, instructions, explanations and non-chronological reports using the appropriate organisational features eg headings, sub-headings, conjunctions to sequence.</p> <p>-Write poems in verses.</p>	<p>narrative - beginning, middle, end, simple heading for non-fiction).</p> <p>Applies appropriate structure to their own writing</p> <p>Related sentences are grouped together</p>	<p>Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes</p> <p>Uses the drafting process to gather and write down ideas and key words, including new vocabulary, drawn from a wide range of reading across the curriculum</p>
<p>Composition, planning and drafting</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Develop writing stamina</p> <p>Consider what they are going to write before beginning</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas and/or key words, including new vocabulary to support writing</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to writing</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Use present tense and past tense consistently throughout writing</p> <p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently (<i>including verbs in the continuous form</i>)</p> <p>Proof-read to check for errors in spelling, grammar and punctuation (<i>e.g. ends of sentences punctuated correctly</i>)</p>	<p>-Discusses writing with the teacher and other pupils to: evaluate the effective use of word choice, grammar and punctuation; make appropriate additions, revisions and corrections</p>	<p>In response to discussion or comment: evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation</p> <p>Makes simple additions, corrections and revisions to their writing often without prompting</p> <p>Fluent writing across a range of genres both fiction and non-fiction</p>

	Read aloud what has written with appropriate intonation to make the meaning clear		Justify reasons and opinions about their writing.
Vocabulary, grammar and punctuation	<p>Use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions</p> <p>Use a variety of sentences with different forms: statement, question, exclamation, command</p> <p>Use expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i></p> <p>Use the present and past tenses correctly</p> <p>Join sentences using <i>or, and, but</i> (coordination)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing</p> <p>Use apostrophes to mark singular possession</p> <p>Use subordination in sentences using <i>when, if, that, or because</i></p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p> <p>Learn the grammatical terms: <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma</i></p> <p>Know how nouns can be formed using suffixes such as <i>-ness, -er</i></p> <p>Understand how compound words are made [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i></p>	<p>-Use the simple past and progressive tense within their writing.</p> <p>-Correctly use the grammar for Year 2 (see appendix 2)</p> <p>-Use some features of written Standard English.</p> <p>-Use and understand the grammatical terminology in discussing their writing (see above).</p> <p>Understand how to use adverbs to describe 'how' (-ly endings slowly, quickly, softly).</p> <p>Use coordinating and subordinating conjunctions (e.g. <i>because, although, as that, when, if, until</i>) to</p>	<p>The past and present tense, including the progressive form, is correctly chosen and consistently used throughout writing.</p> <p>Writing demonstrates confident and consistent use of: a variety of sentences with different structures and functions, correctly punctuated, and with correct choice of vocabulary used.</p> <p>Use and apply adventurous vocabulary linked to their reading and oral vocabulary.</p>

	<p>Add the suffixes <i>-er, -est</i> to make adjectives (comparative and superlative) Add the suffix <i>-ly</i> to turn adjectives into adverbs Understand present tense and past tense and use consistently in own writing</p>	<p>connect words, phrases and clauses.</p> <p>Demonstrate the use of more adventurous and precise word choices (e.g. adjectives and verbs to add detail (I walked/ ran/ strolled/ hopped/slid/ jogged).</p>	
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<p>Spelling</p>	<p>Spell by segmenting spoken words into phonemes Represent these phonemes by graphemes Learn new ways of spelling phonemes for which one or more spellings are already known Learn some words with each spelling, including a few common homophones Spell common exception words Spell more words with contracted forms Distinguish between homophones and near-homophones Add suffixes to spell longer words, e.g. <i>-ment, -ness, -ful, -less, -ly (nouns and adjectives)</i> Turn adjectives into adverbs using suffixes <i>-ly, -est, -er</i> Apply spelling rules and guidelines in writing</p>	<p>-Spelling of high frequency, single and monosyllabic words usually accurate. More complex words are phonetically spelt. -Learn to spell common exception words (see appendix 1). -Applied spelling rules and guidance (see appendix 1). -Write from memory simple sentences</p>	<p>All writing shows application of spelling at the national standard is embedded and consistent.</p> <p>Is able to write accurately from memory simple sentence dictated by the teacher that include all words taught in Y1 with correct spellings.</p>
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	Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far	dictated by the teacher that include words using the GPCs and common exception words taught so far.	Spelling is mostly accurate with only a few errors in more ambitious vocabulary choices, demonstrating accurate application of phonic knowledge and skills and of the spelling rules and guidance taught so far. All handwriting across the curriculum , including number formation, at the national standard is embedded and consistent in both taught sessions and independent work.
Handwriting	Sit correctly at a table and hold a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters correctly Form digits 0-9 with correct orientation Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these leave spaces between words	-Capital and lower case letters are the correct size, orientation and relationship to each other	

