



## The End of Year 2 Expectations in Writing are:

### Composition:

Shows a positive attitude towards, and stamina for, writing.

Can plan or say out loud what they are going to write about.

Can write down their ideas and/or key words to represent their ideas, including new vocabulary.

Can develop what they want to say, sentence by sentence.

Can evaluate their writing with an adult and other pupils.

Can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Can read aloud what they have written with appropriate intonation to make the meaning clear.

Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.

### Grammar and Punctuation:

Can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

Can understand what the following different forms of sentences are: statement, question, exclamation, command and can use them in their writing.

Can use expanded noun phrases for description [for example, the blue butterfly].

Can use the present and past tenses correctly and consistently.

Can use subordination (when, if, that, or because) and co-ordination (or, and, but).

### Handwriting:

Can form lower-case letters of the correct size relative to one another.

Can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Can use spacing between words that reflects the size of the letters.

### **Transcription:**

Can segment spoken words into phonemes and represent these with graphemes, spelling many correctly.

Can spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Can spell common high frequency words which do not fit a specific spelling rule -see spelling appendix.

Can spell more words with contracted forms e.g. don't/I'm

Can distinguish between homophones and near-homophones.

Can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.

Can write from memory simple sentences dictated by the teacher that include words using grapheme/phoneme correspondence, common high frequency words and punctuation taught so far.

Can use the possessive apostrophe (singular) [for example, the girl's book].