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| **Age-related expectations: Year Two**  Writing | | |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**  1. I can segment spoken words into phonemes and  record these as grapheme, spelling many correctly.  2. I can spell words with alternatives spellings,  including a few common homophones and near  homophones.  3. I can spell common exception words.  4. I can spell some contractions.  5. I can spell unfamiliar words using alternative  spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).  6. I can write simple dictated sentences that include  words and punctuation taught so far.  7. I can use the suffixes ‘er’, ‘est’ in adjectives and ‘ly’  to turn adjectives into adverbs.  8. I can spell longer words using suffixes including  ‘ment’, ‘ness’, ‘ful’, ‘less’.  **Handwriting**  9. I use capital letters and digits of the correct size,  orientation and relationship to one another and to  lower case letters.  10. I am beginning to use some of the diagonal and  horizontal strokes needed to join letters.  11. I can form lower-case letters of the correct size  relative to one another.  12. I show which letters may be left un-joined.  13. I use spacing between words that reflects the size  of the letters.  ***Grammar and punctuation terminology***  *noun, noun phrase, verb, adjective*  *tense (past, present)*  *suffix*  *apostrophe, comma*  *compound*  *statement, question, exclamation, command* | **Grammar**  14. I can use subordination (using ‘when’, ‘if’, ‘that’,  ‘because’) and co-ordination (using ‘or’, ‘and’,  ‘but’).  15. I can use expanded noun phrases (eg ‘the  butterfly’ = noun phrase, whereas ‘the blue  butterfly’ = expanded noun phrase).  16. I consistently use the correct tense: present and  past.  17. I can use sentences with different forms:  statement, question, exclamation, command.  18. I can use some features of Standard English eg  avoid double negatives, use of ‘cos’.  19. I can write sentences with one ‘chunk’ of meaning  (or join ‘chunks’ of meaning).  **Punctuation**  20. I correctly demarcate sentences with capital letters  and full stops / ? / !  21. I can use commas to separate items in a list.  22. I can use apostrophes to show missing letters.  23. I can use apostrophes to show singular possession in nouns.  24. I use capital letters for a wider range of proper  nouns.  **Sentence structure**  Use time adverbs/adverbials other than first, next etc to move  events on in narrative. For example – A few minutes later…, In the  Spring…, At midnight…  Add detail through noun phrases: creaking door, shining brightly  Use a range of sentence starters: Gently…, Unfortunately…, As…,  **Vocabulary**  Use some phrases and words that they come across in reading  Use specific nouns when needed. For example - terrier, not dog  **Punctuation**  Check that capital letters, commas and question marks are used  when needed and attempt to use speech marks | **Purpose and organisation**  25. I can write for different purposes, including real  events and poetry, showing a positive attitude and  stamina.  26. I am able to orally rehearse a structured sentence  or sequences of sentences.  27. I can plan and discuss the content of writing and  record my ideas.  28. I can write narratives about personal experiences  and those of others, both real and fictional.  29. I can use the progressive forms of verbs in the  present and past tense (I am running / I was  running).  **Editing**  30. I can re-read what I have written to check that it  makes sense.  31. I can proof-read to check for errors in spelling,  grammar and punctuation.  32. I can evaluate my own writing independently, with  friends and with an adult.  33. I can read aloud what I’ve written with appropriate  intonation.  **Purpose and organisation**  Write a narrative with a clear beginning, middle and end with events  sequenced logically  Use simple layout features of non-fiction text types taught so far  Use first and third person consistently  Use dialogue appropriately in narrative writing  Sustain a longer piece of writing  Group related material into sections/paragraphs |