



Wincle Church of England Primary School Writing Expectations

Key Learning Indicators of Performance in Writing: Year 2

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ▶ learn how to use: <ul style="list-style-type: none"> ○ sentences with different forms: statement, question, exclamation, command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently including the progressive form ○ subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>) ○ the grammar for year 2 in English Appendix 2 ○ some features of written Standard English ▶ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes ▶ consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence ▶ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ 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 ○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ▶ read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▶ spell by: <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl's book] ○ distinguishing between homophones and near-homophones ▶ add suffixes to spell longer words, including <i>-ment, -ness, -ful, -less, -ly</i> ▶ apply spelling rules and guidance, as listed in English Appendix 1 ▶ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> ▶ Form lower-case letters of the correct size relative to one another. ▶ Orientate capital letters correctly. ▶ Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. ▶ Write capital letters and digits of the correct size relative to one another and to lower case letters. ▶ 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. ▶ Use spacing between words which reflects the size of the letters.
<p>Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)</p>		<p>Spelling APPENDIX 1 (statutory requirement)</p>	
<p>Word</p> <p>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>		<ul style="list-style-type: none"> ▶ the /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>). ▶ the /s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i> ▶ the /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i>. ▶ the /ɹ/ sound spelt wr at the beginning e.g. <i>wrote, wrong</i>. ▶ the /l/ or /əl/ sound spelt -le at the end of words, e.g. <i>table, apple</i>. ▶ the /l/ or /əl/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i>. ▶ the /l/ or /əl/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i>. ▶ the ending -il e.g. <i>pencil, fossil, nostril</i>. ▶ the /aɪ/ sound spelt -y at the end of words, e.g. <i>try, reply</i> ▶ The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>. ▶ The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i>. ▶ The /i:/ sound spelt -ey, e.g. <i>key, donkey</i>. ▶ The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i>. ▶ The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i>. ▶ The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i>. ▶ The /z/ sound spelt s, e.g. <i>television, usual</i>. ▶ Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i>. ▶ Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. <i>copied, copier</i>. ▶ Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▶ Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▶ Spell words ending in -tion, e.g. <i>station, fiction</i> ▶ The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i> ▶ Contractions ▶ The possessive apostrophe (singular nouns) ▶ Homophones and near-homophones 	
<p>Sentence</p> <p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>			
<p>Text</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>			
<p>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>			
<p>Terminology for pupils</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix adjective, adverb, verb tense (past, present)</p> <p>apostrophe, comma</p>		