

Year 2 Writing - From the National Curriculum

Spelling	B	B+	D	D+	S	S+	Handwriting	B	B+	D	D+	S	S+	Vocabulary, Punctuation and grammar	B	B+	D	D+	S	S+
1. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly							1. Form lower-case letters of the correct size relative to one another							1. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.						
2. Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones							2. 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							2. Use a comma to separate items in a list.						
3. Learn to spell common exception words							3. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters							3. Use apostrophes to mark where letters are missing (contractions).						
4. Learn to spell more words with contracted forms							4. Use spacing between words that reflects the size of the letters.							4. Use apostrophes to mark singular possession in nouns (the girl's name).						
5. Learn the possessive apostrophe (singular)							Composition	B	B+	D	D+	S	S+	5. Use sentences with different forms: statement, question, exclamation, command						
6. Distinguish between homophones and near-homophones							1. Write narratives about personal experiences and those of others (real and fictional)							6. Use expanded noun phrases to describe and specify						
7. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly							2. Write about real events							7. Use the present and past tenses correctly and consistently including the progressive form						
8. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.							3. Write poetry							8. Use some features of written Standard English						
9. Form nouns using suffixes such as -ness, -er and by compounding							4. Write for different purposes							9. Use subordination (when, if, that, because) in sentences.						
10. Form adjectives using suffixes such as -ful, -less							5. Plan or say out loud what they are going to write about							10. Use co-ordination (or, and, but) in sentences.						
11. Turn adjectives into adverbs with the suffix -ly							6. Write down ideas and/or key words, including new vocabulary							11. Use expanded noun phrases for description and specification.						
12. Use suffixes -er, -est in adjectives							7. Encapsulate what they want to say, sentence by sentence							12. Correctly choice and consistent use of present tense and past tense throughout writing.						
							8. Evaluate their writing with the teacher and other pupils							13. Use progressive form of verbs in the present and past tense to mark actions in progress.						
40 Year 2 Objectives in total 13 Key Objectives	B	B+	D	D+	S	S+	9. Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form													
The 6 divisions against each statement are an indication of the depth of pupil understanding, not the number of times observed!	17✓	35✓	52✓	70✓	85✓	105✓	10. Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)													
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas.						inc ALL Key Obj with 6 ✓	11. Read aloud what they have written with appropriate intonation to make the meaning clear													