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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 andrecord these as grapheme, spelling many correctly.2. I can spell words with alternatives spellings,including a few common homophones and nearhomophones.3. I can spell common exception words.4. I can spell some contractions.5. I can spell unfamiliar words using alternativespellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).6. I can write simple dictated sentences that includewords 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 tolower case letters.10. I am beginning to use some of the diagonal andhorizontal strokes needed to join letters.11. I can form lower-case letters of the correct sizerelative to one another.12. I show which letters may be left un-joined.13. I use spacing between words that reflects the sizeof 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 ‘thebutterfly’ = noun phrase, whereas ‘the bluebutterfly’ = expanded noun phrase).16. I consistently use the correct tense: present andpast.17. I can use sentences with different forms:statement, question, exclamation, command.18. I can use some features of Standard English egavoid 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 lettersand 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 propernouns.**Sentence structure**Use time adverbs/adverbials other than first, next etc to moveevents on in narrative. For example – A few minutes later…, In theSpring…, 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 usedwhen needed and attempt to use speech marks | **Purpose and organisation**25. I can write for different purposes, including realevents and poetry, showing a positive attitude andstamina.26. I am able to orally rehearse a structured sentenceor sequences of sentences.27. I can plan and discuss the content of writing andrecord my ideas.28. I can write narratives about personal experiencesand those of others, both real and fictional.29. I can use the progressive forms of verbs in thepresent and past tense (I am running / I wasrunning).**Editing**30. I can re-read what I have written to check that itmakes sense.31. I can proof-read to check for errors in spelling,grammar and punctuation.32. I can evaluate my own writing independently, withfriends and with an adult.33. I can read aloud what I’ve written with appropriateintonation.**Purpose and organisation**Write a narrative with a clear beginning, middle and end with eventssequenced 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 |