

# Age-related expectations: Year Two

## Writing

Transcription and handwriting	Vocabulary, grammar and punctuation	Composition
<p><b>Spelling</b></p> <ol style="list-style-type: none"> <li>1. I can segment spoken words into phonemes and record these as grapheme, spelling many correctly.</li> <li>2. I can spell words with alternative spellings, including a few common homophones and near homophones.</li> <li>3. I can spell common exception words.</li> <li>4. I can spell some contractions.</li> <li>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).</li> <li>6. I can write simple dictated sentences that include words and punctuation taught so far.</li> <li>7. I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</li> <li>8. I can spell longer words using suffixes including 'ment', 'ness', 'ful', 'less'.</li> </ol> <p><b>Handwriting</b></p> <ol style="list-style-type: none"> <li>9. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>10. I am beginning to use some of the diagonal and horizontal strokes needed to join letters.</li> <li>11. I can form lower-case letters of the correct size relative to one another.</li> <li>12. I show which letters may be left un-joined.</li> <li>13. I use spacing between words that reflects the size of the letters.</li> </ol> <p><b>Grammar and punctuation terminology</b></p> <p><i>noun, noun phrase, verb, adjective</i>  <i>tense (past, present)</i>  <i>suffix</i>  <i>apostrophe, comma</i>  <i>compound</i>  <i>statement, question, exclamation, command</i></p>	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>14. I can use subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'or', 'and', 'but').</li> <li>15. I can use expanded noun phrases (eg 'the butterfly' = noun phrase, whereas 'the blue butterfly' = expanded noun phrase).</li> <li>16. I consistently use the correct tense: present and past.</li> <li>17. I can use sentences with different forms: statement, question, exclamation, command.</li> <li>18. I can use some features of Standard English eg avoid double negatives, use of 'cos'.</li> <li>19. I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning).</li> </ol> <p><b>Punctuation</b></p> <ol style="list-style-type: none"> <li>20. I correctly demarcate sentences with capital letters and full stops / ? / !</li> <li>21. I can use commas to separate items in a list.</li> <li>22. I can use apostrophes to show missing letters.</li> <li>23. I can use apostrophes to show singular possession in nouns.</li> <li>24. I use capital letters for a wider range of proper nouns.</li> </ol> <p><b>Sentence structure</b></p> <ul style="list-style-type: none"> <li>☞ 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...</li> <li>☞ Add detail through noun phrases: creaking door, shining brightly</li> <li>☞ Use a range of sentence starters: Gently..., Unfortunately..., As...,</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>☞ Use some phrases and words that they come across in reading</li> <li>☞ Use specific nouns when needed. For example - terrier, not dog</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>☞ Check that capital letters, commas and question marks are used when needed and attempt to use speech marks</li> </ul>	<p><b>Purpose and organisation</b></p> <ol style="list-style-type: none"> <li>25. I can write for different purposes, including real events and poetry, showing a positive attitude and stamina.</li> <li>26. I am able to orally rehearse a structured sentence or sequences of sentences.</li> <li>27. I can plan and discuss the content of writing and record my ideas.</li> <li>28. I can write narratives about personal experiences and those of others, both real and fictional.</li> <li>29. I can use the progressive forms of verbs in the present and past tense (I am running / I was running).</li> </ol> <p><b>Editing</b></p> <ol style="list-style-type: none"> <li>30. I can re-read what I have written to check that it makes sense.</li> <li>31. I can proof-read to check for errors in spelling, grammar and punctuation.</li> <li>32. I can evaluate my own writing independently, with friends and with an adult.</li> <li>33. I can read aloud what I've written with appropriate intonation.</li> </ol> <p><b>Purpose and organisation</b></p> <ul style="list-style-type: none"> <li>☞ Write a narrative with a clear beginning, middle and end with events sequenced logically</li> <li>☞ Use simple layout features of non-fiction text types taught so far</li> <li>☞ Use first and third person consistently</li> <li>☞ Use dialogue appropriately in narrative writing</li> <li>☞ Sustain a longer piece of writing</li> <li>☞ Group related material into sections/paragraphs</li> </ul>