

Year 2

		Working Towards	Secure	Greater Depth
<b>Composition</b>	Sentence structure/Grammar	<p>Some variation in sentence structure – simple and compound (a greater range of conjunctions)</p> <p>Some sentences are extended</p> <p>Sentences are linked through conjunctions other than 'and e.g. but, so</p> <p>Starting to consistently use tense appropriate to the task</p> <p>Beginning to recognise how the grammatical pattern of a sentence matches its purpose (statement, exclamation or command)</p>	<p>Uses correctly structured simple and compound sentences.</p> <p>Uses co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. **</p> <p>Uses a variety of sentence beginnings</p> <p><b>Uses present and past tense mostly correctly and consistently **</b></p> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>	<p><b>Confident and consistent use of:</b></p> <ul style="list-style-type: none"> <li>-simple and compound sentences.</li> <li>- Use a growing variety of simple conjunctions –Subordination (when, if, that, because) and coordination (or, and, but).</li> <li>- uses a variety of sentence beginning</li> <li>- consistent use of the tense that is appropriate to the task.</li> </ul> <p>Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)</p> <p>Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)</p>
	Punctuation	<p>Demarcates some sentences with capital letters and full*</p> <p>To use capital letters for names and personal pronoun I independently</p> <p>Beginning to use question marks and exclamation marks, realising their effect on the reader</p> <p>Some use of commas to separate items in a list</p> <p>Some attempt at use of apostrophe for contraction and singular possession</p>	<p>Demarcates most sentences in their writing with capital letters and full stops, and uses question marks correctly when required**</p> <p><b>Uses some exclamation marks</b>, realising their effect on the reader</p> <p>To consistently use capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p> <p><b>Use commas to separate an item in a list</b></p> <p>Uses apostrophes to mark where letters are missing (omission) – simple common contractions</p> <p>Starting to use apostrophes to mark singular possession in nouns</p>	<p><b>Uses the punctuation taught at key stage 1 mostly correctly</b></p> <p><b>Confident and consistent use of:</b></p> <ul style="list-style-type: none"> <li>- Capital letters and full stops to demarcate sentences question marks and exclamation marks, realising their effect on the reader,</li> <li>- Capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)</li> <li>- Commas to separate an item in a list</li> <li>- Apostrophes to mark where letters are missing (omission) – simple common contractions</li> <li>- Apostrophes to mark singular possession in nouns</li> </ul>
	Text Structure and Organisation	<p>Writes sentences that are sequenced to form a short narrative (real or fictional)*</p> <p><b>Ideas are developed in a sequence of sentences Communicates meaning using a narrative form with some consistency.</b></p> <p>Organisation reflects the purpose of the writing.</p>	<p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order</p> <p>Writes simple, coherent narratives about personal experiences and those of others (real or fictional)**</p> <p>Writes about real events, recording these simply and clearly**</p>	<p>Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Able to clearly structure a narrative, without prompts or guidance</p> <p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order, with appropriate balance e.g. a more rounded resolution</p>

		Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poetry  Beginning to use some of the characteristics of non-narrative form to communicate meaning  Organisation reflects the purpose of the writing	Writes simple poems  Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately	Writes simple poems  Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a balanced sequence of events, in non-narrative sections of writing sequenced appropriately with expansion of ideas within sections. Ideas are linked together to provide more details
	Drafting and Editing	Writing is checked and with prompting is able to make some improvements to spelling, punctuation and grammar.	<b>Simple additions, revisions and corrections to their own writing including:</b> <ul style="list-style-type: none"> <li>● Rereading to check for sense</li> <li>● Proof reading for errors</li> </ul> Uses grammatical vocab from appendix 2 when discussing work (Y1/2)	Evaluation of the effectiveness of their writing, leads to children making changes without being prompted.  Makes simple additions, revisions and proof-reading corrections to their own writing***
	Effective use of language/Vocabulary	Use of adjectives and some uses some expanded noun phrases for description	Adjectives, adverbs and expanded noun phrases to describe and specify  Uses some specific vocabulary linked to the topic in non-narrative writing	Adjectives, adverbs and expanded noun phrases to describe and specify (including use of vocabulary drawn from wider reading)  Uses some specific vocabulary linked to the topic in non-narrative writing  Communicates meaning in a way that is lively and generally holds the interest of the reader.
Transcription	Spelling	Spelling rules and guidance from Appendix1 year 2 are beginning to be applied accurately  Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others*  Spells some common exception words (see Appendix 1) *	Spelling rules and guidance from Appendix1 year 2 are usually applied accurately including some words with contractions.  Spells many common exception words**  Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**	Spelling rules and guidance from Appendix1 year 2 are applied accurately including accurate application of phonics knowledge and skills to attempt more complex words  Spells most common exception words***  Adds suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)***
	Handwriting	Holds a pencil comfortably and correctly  Capital letters and digits 0-9 are mostly formed and orientated accurately  Forms lower-case letters in the correct direction, starting and finishing in the right place*  Forms lower-case letters of the correct size relative to one another in some of their writing*  Uses spacing between words. *  Uses word processing skills to present own stories	Holds a pencil comfortably and correctly  Form lower case letters of the correct size relative to one another  <b>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**</b>  Upper and lower-case letters not mixed within words.  Uses spacing between words that reflects the size of the letters. **  use spacing between words that reflects the size of the letters	Starting to join letters in an appropriate cursive style.  Uses the diagonal and horizontal strokes needed to join some letters***

