

Year 2 Writing

B	W	S	S+
<p>The pupil can, after discussion with the teacher:</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Beginning to use a question mark and exclamation mark independently</p> <p>Use co-ordination (and, or but) to join clauses with support</p> <p>Use some sub-ordination (because) to join clauses</p> <p>Segment spoken words into phonemes (sounds) and represent these by graphemes (letters) spelling some words correctly and making phonically-plausible attempts at others</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Beginning to use question marks and <u>exclamation marks correctly some of the time</u></p> <p>Use co-ordination (and, or but) to join clauses</p> <p>Use some sub-ordination ( when, if, that, because) to join clauses with support</p> <p>Segment spoken words into phonemes (sounds) and represent these by graphemes (letters) spelling some words correctly and making phonically-plausible attempts at others</p>	<p>The pupil can, after discussion with a teacher:</p> <p>Write simple, coherent narrative about personal experience and those of others (real or fictional)</p> <p>Write about real events recording these simply and clearly</p> <p>Demarcate most sentences with capital letters and full stops</p> <p>Use questions marks and <u>exclamation marks</u> correctly when required most of the time</p> <p><u>Beginning to use apostrophes in contractions and to mark singular possession in nouns</u></p> <p><u>Beginning to use commas in a list</u></p> <p>To recognise the difference between past and present tense</p> <p>Use co-ordination (and, or but) to join clauses</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Write effectively and coherently for different purposes</p> <p>Draw on their reading to inform the vocabulary and grammar of their writing</p> <p>Use the punctuation taught at key stage 1 mostly correctly (full stops, capital letters, question marks and exclamation marks)</p> <p>Use apostrophes in contractions and to mark singular possession in nouns mostly correctly</p> <p>Use commas in a list mostly correctly</p> <p>Spell most common exception words</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</p>

<p>Spell some common exception words</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p> <p>Writing is checked to make sure it makes sense with support</p>	<p>Spell some common exception words</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p> <p>Writing is read aloud with appropriate intonation to make the reading clear</p>	<p>Use some sub-ordination ( when, if, that, because) to join clauses</p> <p>Segment spoken words into phonemes (sounds) and represent these by graphemes (letters) spelling many of these correctly and make phonically plausible attempts at others</p> <p>Spell many common exception words</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Writing is checked to make sure it makes sense and editing of common punctuation with support</p>	<p>Use the diagonal and horizontal strokes needed to join some letters.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>
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