



Leagrave Primary School

Year 2 EEE

Subject: Writing

Leagrave Primary School

**STRIVING FOR EXCELLENCE, LEARNING FOR LIFE**

Yr2	Emerging	Expected	Exceeding
<b>Spelling</b>	Spell words containing each of the 40+ phonemes already taught	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Use the prefixes un-, dis-, mis-, re-, pre-, inter-, super-, anti-, auto-
	Spell common exception words	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited
	Spell the days of the week	Spell by learning to spell common exception words	Use the suffix -ly
	Name the letters of the alphabet in order	Spell by learning to spell more words with contracted forms	Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meet, peace/piece, plain/plane
	Name the letters of the alphabet using letter names	Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Spell words that are often misspelt English appendix 1
	Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Spell by distinguishing between homophones and near-homophones	Spell words containing the "i" sound spelt "y" elsewhere than at the end of words e.g. myth, gym
	Add prefixes and suffixes using the prefix un-	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Spell words containing the "u" sound spelt "ou" e.g. young, touch, double
	Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest		Spell words with the "ay" sound spelt "ei", "eigh" or "ey" e.g. eight, they
	Apply simple spelling rules and guidance, as listed in English Appendix 1	Apply spelling rules and guidance, as listed in English Appendix 1	Use the first two or three letters of a word to check its spelling in a dictionary
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
<b>Handwriting</b>	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	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	Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
	Form capital letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
	Form digits 0-9	Use spacing between words that reflects the size of the letters	
	Understand which letters belong to which handwriting "families" (i.e. Letters that are formed in similar ways) and practise these	Write narratives about personal experiences and those of others (real and fictional)	
<b>Composition</b>	Write sentences by saying out loud what they are going to write about	Write about real events to develop positive attitudes and stamina for writing	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary
	Write sentences by composing a sentence orally before writing it	Write poetry to develop positive attitudes and stamina for writing	Plan his/her writing by discussing and recording ideas within a given structure
	Write sentences by sequencing sentences to form short narratives	Write for different purposes to develop positive attitudes and stamina for writing	Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English appendix 2
	Write sentences by re-reading what he/she has written to check that it makes sense	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Draft and write by organising writing into paragraphs as a way of grouping related material
	Discuss what he/she has written with the teacher or other pupils	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Draft and write in narratives, creating settings, characters and plot

	Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence	Draft and write non-narrative material, using headings and sub-headings to organise texts
	Write sentences by saying out loud what they are going to write about	Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils	Evaluate and edit by assessing the effectiveness of his/her own writing
		Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
		Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly	Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech
		Read aloud what he/she has written with appropriate intonation to make the meaning clear	Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
<i>Vocabulary, Punctuation and Grammar</i>	Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman	Form nouns using a range of prefixes e.g. super-, anti-, auto-
	Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper	Form adjectives using suffixes such as -ful, -less	Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box
	Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble
	Understand how words can combine to make sentences	Use subordination (using when, if, that, because) and co-ordination (using or, and, but)	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of
	Use joining words and join clauses using and	Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	Begin to use paragraphs as a way to group related material
	Sequence sentences to form short narratives	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use headings and sub-headings to aid presentation
	Separate words with spaces	Make the correct choice and make consistent use of present tense and past tense throughout writing	Use the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play
	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	Begin to use inverted commas to punctuate direct speech
	Use a capital letter for names of people, places, the days of the week, and the personal pronoun I	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing	Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or "speech marks").
	Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark	Use commas to separate items in a list	
		Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name	
		Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma	