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| **Year 2 - Autumn** | **Year 2 -Spring** | **Year 2 - Summer** |
| **Expected Standard** | | |
| **Spelling** | **Spelling** | **Spelling** |
| * Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically-plausible attempts at others * Spell most Y1 common exception words * Spell many Y2 common exception words taught so far * Use an alphabetical word list where more than one word starts the same   Spelling rules:   * + The or sound spelt a before ll or l   + Soft c cell, city, pencil   + Adding suffix y to words ending in a short vowel sound   + Adding suffix – y to words ending in an e   + Adding suffix ly to make words adverbs   + The n sound spelt kn n gn   + Homophones: sea/see, son/sun, blew/blue, night/knight, saw/sore, quiet/quite   + The igh spelt as a y   + Adding the suffix – ing to words ending in a short vowel sound   + Adding suffix – ing to words ending in e or ie   + SF4 –There/their, no/know, right/write, to/too, week/weak, see/sea   + The j sound   + Contractions – I’m, I’ll, You’re, She’ll, He’ll we’re   + The o sound spelt a after w and qu   + Adding suffix ed with no change   + CEW – door, floor, poor, because, find, mind, kind, behind, child, children, wild, climb, – most, only, both, old, cold, hold, told | * Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others * Spell the Y1 common exception words * Spell many Y2 common exception words taught so far * Use an alphabetical word list where more than one word starts the same   Spelling rules:   * + Adding suffix ed changing the y for i   + Adding suffix ed (doubling the last consonant)   + Possessive apostrophe   + The r sound spelt wr   + Adding suffixes – er or –est (no change needed)   + Adding suffixes er or est (swapping y to an i)   + Adding suffixes er or est (double consonant where root word ends in short vowel plus consonant)   + The ee spelt ey   + Adding suffix – ness (where no change is needed to root word)   + CEW - every, great, break, steak, pretty, beautiful. After, fast, last, past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, could, should, would | * Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others * Spell many common exception words * Use an alphabetical word list where more than one word starts the same   Spelling rules:   * + Adding suffix – ness (y to an i)   + Words ending in le   + Words ending in el   + Words ending in el   + Adding suffx –ful   + Adding suffix -less   + Words ending in il –fossil, pencil, evil a   + Where s makes the zh sound   + Adding the suffix –ment   + Adding the suffix – tion   + Homophones: Seen/scenes, wait/weight, hole/whole, new/knew, sighed/side   + CEW –who, whole, any, many, clothes, busy, people, water, again, half, money, mr, mrs, Christmas, parents, everybody, even |
| **Punctuation** | **Punctuation** | **Punctuation** |
| * Demarcate many sentences in their writing with capital letters and full stops, and use question marks correctly when required * Begin to use exclamation marks when required * Begin to use commas in a list when required * Use apostrophes for contractions using some correctly | * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use exclamation marks when required most of the time * Use commas in a list when required most of the time * Use apostrophes for contractions using many correctly | * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use exclamation marks when required * Use commas in a list when required * Use apostrophes for contraction mostly correctly |
| **Composition** | **Composition** | **Composition** |
| * Begin to write simple narratives about personal experiences and those of others that are mostly coherent * Demonstrate stamina for quality writing at length (insert guidance) | * Write simple narratives about personal experiences and those of others that are mostly coherent * Demonstrate stamina for quality writing at length (insert guidance) | * Write simple, coherent narratives about personal experiences and those of others (real or fictional) * Write about real events, recording these simply and clearly * Demonstrate stamina for quality writing at length (insert guidance) |
| **Sentence Structure & Grammar** | **Sentence Structure & Grammar** | **Sentence Structure & Grammar** |
| * Use present and past tense mostly correctly and consistently some of the time * Use co-ordination (e.g but/and) to join main clauses | * Use present and past tense correctly and consistently many times * Use co-ordination (e.g or/but/and/so) to join main clauses | * Use present and past tense mostly correctly and consistently * Use subject verb agreement in some irregular verbs mostly correctly * Use co-ordination (e.g or/but/and/so) and some subordination (e.g when/if/that/because) to join clauses |
| **Editing** | **Editing** | **Editing** |
| * Proof read their writing to check for spelling and punctuation errors taught so far when prompted | * Proof read their writing to check for spelling and punctuated errors taught so far when prompted | * Proof read their writing to check for spelling and punctuated errors taught so far when prompted |
| **Handwriting** | **Handwriting** | **Handwriting** |
| * Form lower case letters , capital letters and digits and orientation correctly (correct place on the line) * Use spacing between words that that begins to reflect the size of the letters | * Form lower case letters , capital letters and digits correctly of the correct size and orientation (correct place on the line) * Use spacing between words that that reflects the size of the letters | * Form capital letters and digits of the correct size, orientation (correct place on the line) and relationship to one another and to lower-case letters * Use spacing between words that that reflects the size of the letters |
| **Greater Depth** | | |
| * Write simple, coherent narratives about personal experiences and those of others (real or fictional) * Use vocabulary from their independent reading in their writing * Demonstrate stamina for quality writing at length (insert guidance) * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use present and past tense mostly correctly and consistently * Use co-ordination (e.g or/but/and/so) and begin to use some subordination (e.g when/if/that/because) to join clauses * To proof read their writing to check for spelling and punctuated errors taught so far | * Write coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing * Demonstrate stamina for quality writing at length (insert guidance) * Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required * Use exclamation marks when required * Use commas in a list when required * Use present and past tense mostly correctly and consistently * Use co-ordination (e.g or/but/and/so) and some subordination (e.g when/if/that/because) to join clauses * Form capital letters, lower case letters and digits of the correct size, orientation (correct place on the line) and relationship to one another and to lower-case letters * To proof read their writing to check for spelling and punctuated errors taught so far | * Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing * Make simple additions, revisions and proof reading corrections to their own writing * Use the punctuation taught at KS1 mostly correctly * Spell most common exception words * Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\* * Use the diagonal and horizontal strokes needed to join some letters |

\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent