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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
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| **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)
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| **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
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| **Editing** | **Editing** | **Editing** |
| * Proof read their writing to check for spelling and punctuation errors taught so far when prompted
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| **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
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| **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
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\*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