

Year 2 - Autumn	Year 2 -Spring	Year 2 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> 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 <p>Spelling rules:</p> <ul style="list-style-type: none"> 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 Division of words into syllables Plurals The ee spelt ey Adding suffixes – er or –est (no change needed) Adding suffixes er or est (double consonant) Homophones: sea/see, son/sun, blew/blue, night/knight, saw/sore, quiet/quite Adding the suffix – ing to words ending in a short vowel sound There/their, no/know, right/write, to/too, week/weak, see/sea Phoneme /zh/spelt s The j sound as dge at the end of words Contractions – I’m, I’ll, You’re, She’ll, He’ll we’re Adding suffix –ing and -ed with no change CEW – every, eye, , because, find, mind, kind, behind, child, children, wild, climb, – most, only, both, old, cold, hold, told, water, any, many 	<ul style="list-style-type: none"> 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 <p>Spelling rules:</p> <ul style="list-style-type: none"> J spelt ge at the end of words The j sound can be spelt g elsewhere in words before e, i and y The /n/ sound spelt gn and kn /l/ spelt le at the end of words The /l/ sound spelt –el Words ending in –il and –al The /igh/ sounds spelt –y at the end of the word Adding –es to nouns and verbs ending in i Adding suffix ed (doubling the last consonant) Possessive apostrophe The r sound spelt wr Adding suffixes er, est, ing, ed (swapping y to an i) Adding suffixes er, est, ing, ed to words ending with a consonant before it where root word ends in short vowel plus consonant 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, mother, brother, other, Monday 	<ul style="list-style-type: none"> 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 <p>Spelling rules:</p> <ul style="list-style-type: none"> Adding suffix – ness (y to an i) The /er/ spelt or after w The /or/ spelt ar after w Suffixes –ment, -ness, -ful, -less and –ly Possessive apostrophe Apostrophe for contractions in speech Adding the suffix – tion Adding ed, er, est, to words ending in a single consonant Homophones: Seen/scenes, wait/weight, hole/whole, new/knew, sighed/side CEW –who, whole, many, clothes, busy, people, again, half, money, mr, mrs, Christmas, parents, everybody, even
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Write simple narratives about personal experiences and those of others that are mostly coherent Demonstrate stamina for quality writing at length (insert guidance) 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently some of the time Use co-ordination (e.g but/and) to join main clauses 	<ul style="list-style-type: none"> Use present and past tense correctly and consistently many times Use co-ordination (e.g or/but/and/so) to join main clauses 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Proof read their writing to check for spelling and punctuation errors taught so far when prompted 	<ul style="list-style-type: none"> Proof read their writing to check for spelling and punctuated errors taught so far when prompted 	<ul style="list-style-type: none"> Proof read their writing to check for spelling and punctuated errors taught so far when prompted
Handwriting	Handwriting	Handwriting
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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		
<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Use vocabulary from their independent reading in their writing 	<ul style="list-style-type: none"> Write coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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