

Y2 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling and Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	<p>Write for different purposes: Narratives (real and fictional) and poetry</p> <p>Develop a positive attitude and stamina for writing</p> <p>Begin to draw on and use new vocabulary from reading</p> <p>Discuss written work with teachers and other pupils: use appropriate terminology [noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma]</p>	<p>Working at greater depth within the expected standard: Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar • Good control of a wide vocabulary</p> <ul style="list-style-type: none"> • Accurate use of past and present tense • Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences • Use the punctuation taught at key stage 1 mostly correctly (capital letters, full stops, question marks, exclamation marks, commas) to separate items in a list, apostrophes for omission and singular possession in nouns) • Spell most common exception words (refer to spelling appendix of the National Curriculum) • Spell most words with contracted forms (refer to spelling appendix of the National Curriculum) • Add suffixes to spell most words correctly e.g. -ment, -ness, -ful, -less, -ly • Use the diagonal and horizontal strokes needed to join some letters • Make simple additions, revisions and proof-reading corrections to writing 	
	<p>Plan, draft and orally rehearse writing using key words and new vocabulary</p> <p>Write simple coherent narratives about personal experiences and those of others (real or fiction)</p> <p>Write about real events, recording these simply and clearly</p> <p>Write a sequence of connected events</p> <p>Create cohesion through the use of pronouns, conjunctions and some adverbs</p> <p>Begin to make simple additions, revisions and corrections:</p> <ul style="list-style-type: none"> • Re-read and evaluate writing checking for meaning and tense form • Proof-read writing (some prompting may be required, including discussion with the teacher) <p>Read work aloud with appropriate intonation</p>	<p>Use co-ordination (and, or, but) to join clauses</p> <p>Some use of subordination (when, if, that, because) to join clauses</p> <p>Use expanded noun phrases to add description and detail e.g. bright sun in the sky; the deep dark wood</p> <p>Use -ly to turn adjectives into adverbs (slow- slowly)</p> <p>Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma's big teeth. (C)</p> <p>Use a variety of punctuation with increasing accuracy:</p> <ul style="list-style-type: none"> • Demarcate most sentences in writing with capital letters and full stops (including proper nouns) • Use question marks correctly when required • Some use of exclamation marks for effect (Stop!) • Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck) • Some apostrophes for simple contracted forms e.g. don't <p>Begin to use apostrophes for singular possession in nouns e.g. the dog's tail, John's hat</p> <p>Use past and present tense mostly correctly and consistently throughout writing including use of verbs to mark actions in progress e.g. She is drumming</p>	<p>Able to write from memory simple dictated sentences</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others</p> <p>Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)</p> <p>Spell many common exception words (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds)</p> <p>Some words with contracted forms are spelt correctly e.g. don't, can't, I'll, didn't, I'm, it's</p> <p>Some accurate use of suffixes to correctly spell words:</p> <ul style="list-style-type: none"> • -ing, -ed, -er, -est, -y where change is needed to the root word (nicer, nicest, shiny, running, dropped) • longer words formed by the addition of suffixes (ment, -ness, -ful, -less, -ly) • adding -es to nouns and verbs ending in -y (flies, tries, babies, carries) <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>