

Y2 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling and Handwriting
<p>CONTEXT Teacher <u>assessment must</u> be based on a broad range of evidence from across the curriculum</p>	<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 <u>appropriate terminology</u> (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: • <u>Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar</u> • 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 <u>link sentences</u> • <u>Use the punctuation taught at key stage 1 mostly correctly</u> (capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes for omission and singular possession in nouns) • <u>Spell most common exception words</u> (refer to spelling appendix of the National Curriculum) • Spell most words with contracted forms (refer to spelling appendix of the National Curriculum) • <u>Add suffixes to spell most words correctly</u> e.g. -ment, -ness, -ful, -less, -ly • <u>Use the diagonal and horizontal strokes needed to join some letters</u> • <u>Make simple additions, revisions and proof-reading corrections to writing</u> 	
	<p>Plan, draft and orally rehearse writing using key words and new vocabulary</p> <p><u>Write simple coherent narratives about personal experiences and those of others (real or fiction)</u></p> <p><u>Write about real events, recording these simply and clearly</u></p> <p>Write a sequence of connected events</p> <p>Create cohesion <u>through the use of</u> 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 <u>discussion with</u> 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. <u>bright sun in the sky; the deep dark wood</u></p> <p>Use -ly to turn adjectives into adverbs (slow- slowly)</p> <p>Write statements, questions, exclamations and <u>commands</u> appropriately e.g. Grandma has big teeth. (S) Does Grandma have <u>big teeth</u>? (Q) What big teeth you have, Grandma! (E) Stop looking <u>at Grandma's</u> big teeth. (C)</p> <p>Use a variety of punctuation with increasing accuracy:</p> <ul style="list-style-type: none"> • <u>Demarcate most sentences in writing with capital letters and full stops</u> (including proper nouns) • <u>Use question marks correctly when required</u> • Some use of exclamation marks for effect (Stop!) • Some use of commas to separate items in lists (this <u>will include</u> 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. <u>the dog's</u> tail, John's hat</p> <p><u>Use past and present tense mostly correctly and consistently throughout writing</u> including use of verbs to mark actions in <u>progress</u> e.g. <u>She is drumming</u></p>	<p>Able to write from memory simple dictated sentences</p> <p><u>Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others</u></p> <p>Usually accurate spelling of simple monosyllabic and <u>polysyllabic words</u> including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)</p> <p><u>Spell many common exception words</u> (refer to spelling <u>appendix and</u> phonics programme used in school e.g. Letters and Sounds)</p> <p>Some words with contracted forms are spelt correctly e.g. <u>don't, can't, I'll, didn't, I'm, it's</u></p> <p>Some accurate use of suffixes to correctly spell words:</p> <ul style="list-style-type: none"> • <u>-ing, -ed, -er, -est, -y</u> where change is needed to <u>the root</u> word (<u>nicer, nicest, shiny, running, dropped</u>) • longer words formed by the addition of <u>suffixes</u> (<u>-ment, -ness, -ful, -less, -ly</u>) • <u>adding -es</u> to nouns and verbs ending in -y (<u>flies, tries, babies, carries</u>) <p><u>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</u></p> <p><u>Use spacing between words that reflects the size of the letters</u></p>