Year 2

Working towards the expected standard (Y2)	
The pupil can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real and fictional)	
Tense	• Some accuracy when writing in the past tense • Accuracy when writing in present tense
Conjunctions	• Use and to join clauses *I can see the cat and he is on the mat.*
Level of detail	• Use some simple description
Cohesive devices Logical sequence of events	• Ideas or events linked by subject and/or pronoun *I can see the cat and he is on the mat. He is eating his lunch.* • Write short narratives ensuring that many sentences are sequenced accurately
Appropriate vocabulary and grammatical structures	• Statement sentences used with control • Begin to use question, exclamation and command sentences.
Punctuation	• Some use of full stops and capital letters • Some use of exclamation marks and question marks
Transcription	• Words containing all previously taught phonemes are spelt with increasing accuracy and phonetically plausible attempts are made to spell words that have not yet been learnt • Some common exception words are spelt accurately (e.g. Letters and Sounds Phase 4&5) • Apply prefix -un with growing accuracy for both verbs and adjectives • Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs • Beginning to use contracted forms • Leave spaces between words • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some writing • Form digits 0-9 • Understand which letters belong to which handwriting families • Hold a pencil comfortably and correctly • Sit correctly at a table
Edit and Evaluate Proof-read	• Check written work makes sense through re-reading with other pupils and the teacher

Working at the expected standard (Y2)

The pupil can, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional)

Tense	• Use past and present tense mostly correctly throughout writing • Use of verbs to mark action in progress
Conjunctions	• Use co-ordination (and, or, but) to join clauses • Some use of subordination (when, if, that, because) to join clauses
Level of detail	• Use expanded noun phrases to add description and detail • Use -ly to turn adjectives into adverbs e.g. slow to slowly
Cohesive devices Logical sequence of events	• Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. *suddenly, quickly, when it was dinner time* • Evidence of a sequence of connected events • Use pronouns to extend and link sentences
Appropriate vocabulary and grammatical structures	• Write statements, questions, exclamations and commands appropriately
Punctuation	• 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 • Some use of commas to separate items in lists • Some apostrophes for simple contracted forms • Begin to use apostrophes for singular possession in nouns
Transcription	• Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others • 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*) • Spell many common exception words (refer to spelling appendix or phonics programme) • Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word (*running, happily, making, dancer, sweetest*) • Some words with contracted forms are spelt correctly • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Write with increasing fluency and stamina
Edit and Evaluate Proof-read	• Begin to make simple additions, revisions and corrections: ○ Re-read and evaluate writing checking for meaning and tense form ○ Proof-read writing (some prompting may be required)

Working at greater depth (Y2)

The pupil can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of the writing

Tense	• Accurate use of past and present tense
Conjunctions	• Subordination (when, if, that, because) and co-ordination (and, but, or) are well managed and used effectively to extend and link sentences
Level of detail	• Good control of a wide vocabulary • Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar
Cohesive devices Logical sequence of events	• Connected events organised clearly and coherently • Adverbs may contribute to the overall organisation and coherence e.g. suddenly, finally
Appropriate vocabulary and grammatical structures	• Write statements, questions, exclamations and commands effectively
Punctuation	• Use the punctuation taught at key stage 1 mostly correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for contracted forms, apostrophes for singular possession)
Transcription	• Generally, phonetically plausible attempts are made to spell unusual and unfamiliar words correctly • Spell most common exception words (refer to spelling appendix or phonics programme) • Spell most homophones at Y2 correctly • Add suffixes to spell most words correctly (e.g. –ment, –ness, –ful, –less, –ly) • Spell most words with contracted forms correctly • Use the diagonal and horizontal strokes needed to join some letters
Edit and Evaluate Proof-read	• Make simple additions, revisions and proof-reading corrections to writing