

YEAR 2 WRITING

During Year 2 a child will perform the following:

- Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.
- Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.
- Makes simple additions, revisions and corrections to writing by:
 1. proof-reading to check for errors in spelling, grammar and punctuation;
 2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and
 3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.
- Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.
- Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Uses the correct choice and consistent use of present tense and past tense throughout a written piece.
- Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Use commas to separate items in a list.

By the end of Year 2 they will:

With reference to the KPIs

- By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally.
- Letters should be orientated correctly.
- A child can:
 - use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;
 - spell words in a phonically plausible way, even if sometimes incorrectly;
 - apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;
 - explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;
 - think aloud as they collect ideas, draft and re-read to check their meaning is clear;
 - play roles and improvise scenes in various settings; and
 - use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing e.g. subordination and coordination.