

Composition

- Viewpoint may be indicated by simple comments (e.g. the teacher was kind).
- Make simple additions and corrections to their writing.
- Writing content and organisation relates to the purpose.
- Able to create narratives with some detail in characterisation, description of setting and development of plot.
- Use simple organisational devices in non-fiction to organise ideas (e.g. titles, illustrations, captions).
- Some attempt to sequence ideas (e.g. using time words, line breaks, headings).
- Openings and closings signalled.



Writing

End of year expectations

Year 2

Spelling and Handwriting

- Accurately spell common phonetically decodable two and three syllable words.
- Add suffixes to nouns (e.g. er, est, es, changing y to les).
- Spell common homophones correctly (e.g. to/too).
- Common tricky words spelt correctly.
- Contractions spelt correctly (e.g. didn't).
- Spelling of the day of the week and months of the years are accurate (including capital letters).
- Clear letter formation, with ascenders and descenders distinguished, upper and lower case letters not mixed within words.

Vocabulary, Grammar and Punctuation

- Some varied vocabulary to create detail, effect and interest.
- Use noun phrases (e.g. the dark, spooky house).
 - Use 'or', 'and', 'but'.
- Past and present tense generally consistent.
- Use a wider range of sentence starters (e.g. suddenly).
- Use simple and compound sentences.
- Use a range of sentence types (e.g. questions, statements, commands or exclamations).
- Using subordination (e.g. when, if, until).
- Use capital letters, full stops, question marks and exclamation marks with increasing accuracy.
 - Use commas in a list.
- Use apostrophes to mark where letters are missing in spelling.

