

Writing Curriculum Year 2



SPELLING	
1	<i>I can break down spoken words into their sounds and write them mostly correctly.</i>
2	<i>I can learn new spellings by using words I already know how to spell.</i>
3	I can spell many common exception words.
4	I can spell most common exception words.
5	I can spell some words which have been shortened.
6	I can spell most words which have been shortened.
7	I can spell words which use an apostrophe to show possession e.g. the girl's book.
8	I can spell words that sound the same but are spelt differently e.g. buy, bye, by.
9	I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.
10	I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.
11	I can use simple spelling rules.
12	I can write the correct spellings and punctuation in simple sentences I hear my teacher say.
HANDWRITING	
13	I can write lower-case letters that are all the same size. I can use the diagonal and horizontal strokes I need to join letters in some of my writing.
14	I can use the diagonal and horizontal strokes I need to join letters in most of my writing.
15	I know which letters, when they are next to one another, are best left unjoined.
16	<i>I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.</i>
17	I can use spacing between words that fits with the size of the letters.
COMPOSITION	
18	I can write about things I have done and things that others have done.
19	I can write a long piece of text about a real event in one go.
20	I can write poetry.
21	<i>I can write for different purposes, writing long and short pieces of work.</i>
22	I can plan my writing by writing down my ideas or talking about them.
23	I can plan my writing by writing down ideas and/or key words and new vocabulary.
24	<i>I can plan my writing by writing down my ideas or talking about them for each sentence.</i>
25	I can change my writing and make corrections after I have spoken to a teacher or another child about it.
26	I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.
27	I can proof-read my work and check for spelling, punctuation and grammar errors.
28	I can read my work aloud with confidence using the tone of my voice to make the meaning clear.

VOCABULARY, GRAMMAR AND PUNCTUATION

29	I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.
30	I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.
31	<i>I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.</i>
32	<i>I can use these words in my writing: when, if, that, because, and, or, but.</i>
33	I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.
34	I can tell if a sentence is a question, command, exclamation or a statement.
35	<i>I can use the correct tense in my writing.</i>
36	I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.
37	<i>I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks.</i>
38	<i>I can use commas when I am writing a list.</i>
39	I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.
40	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb,

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil can, after discussion with the teacher:</p> <ol style="list-style-type: none"> 1. write sentences that are sequenced to form a short narrative (real or fictional) 2. demarcate some sentences with capital letters and full stops 3. segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others 	<p>The pupil can, after discussion with the teacher:</p> <ol style="list-style-type: none"> 1. write simple, coherent narratives about personal experiences and those of others (real or fictional) 2. write about real events, recording these simply and clearly 3. demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 4. use present and past tense mostly correctly and consistently 5. use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses 6. segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others 7. spell many common exception words* 8. form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 9. use spacing between words that reflects the size of the letters. 	<p>The pupil can, after discussion with the teacher:</p> <ol style="list-style-type: none"> 1. write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing 2. make simple additions, revisions and proof-reading corrections to their own writing 3. use the punctuation taught at key stage 1 mostly correctly[^] 4. spell most common exception words* 5. add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* 6. use the diagonal and horizontal strokes needed to join some letters.