

Year 2 Writing Planning & Assessment Criteria

	Autumn 2.1	Spring 2.2	Summer 2.3
Composition Grammar & Punctuation Criteria Overview	Coherent stories/narratives, instructions, poetry, explanations. <ul style="list-style-type: none"> Use CL . ? ! , in a list of 3 for action. Use coordinating conjunctions (and/but/or/so) and the subordinating conjunction - because. Use past/present tense. Writing examples of commands/questions 	Coherent narratives/stories, information texts and newspaper reports. <ul style="list-style-type: none"> Use CL . ? ! and comma in a list of 3 for description. Use a subordinating conjunction (because/if/when/that) and write a subordinating clause. Write expanded noun phrases using suitable adjectives and commas. Use of adverbs to make writing interesting. 	Coherent narratives/stories, personal recount, writing about a real event, persuasive writing – letters. <ul style="list-style-type: none"> CL . ? ! , comma between 2 adjectives and in a list Progressive form of the verb and Suffixes Apostrophes – omission and possession Writing examples of exclamation sentences/statements
Writing MET Notes for teachers:	<p>I can plan my ideas for my writing through talking and drawing.</p> <p>I can write simple, coherent narratives, demarcating many sentences in my writing with a capital letter, full stop, question mark and an exclamation mark.</p> <p>I can use the range of coordinating conjunctions to join two clauses together (and/or/but/so).</p> <p>I know what a question is and can write examples of questions in my writing using ? correctly.</p> <p>I can use a comma and the word ‘and’ in a list of 3 for action.</p> <p>I know what a command is and can use examples of commands in my writing.</p> <p>I can use imperative verbs and adverbs in instructional writing.</p> <p>I can mostly write in the past tense and present tense consistently.</p> <p>I can segment spoken words into phonemes and represent these with graphemes, spelling many of the words correctly and making phonetically plausible attempts. (see below)</p> <p>I can spell some of the Y2 common exception words. (see below)</p> <p>I can spell words with the suffix ‘ly’.</p>	<p>I can plan my ideas for my writing through talking, drawing and writing.</p> <p>I can write simple, coherent narratives, about personal experiences and those of others, demarcating most sentences in my writing with a capital letter, full stop, question mark and exclamation mark.</p> <p>I can use a comma and the word ‘and’ in a list of 3 for description.</p> <p>I can use the range of subordinating conjunctions (because/when/if/that) in the middle of a sentence to extend it.</p> <p>I can use some adjectives to make my writing more interesting.</p> <p>I can use an expanded noun phrases using suitable adjectives and a comma between the two adjectives (e.g. small, stone cottage).</p> <p>I can write in the past tense and present tense correctly and consistently.</p> <p>I can use suitable adverbs to make my writing more interesting.</p> <p>I can segment spoken words into phonemes and represent these with graphemes, spelling many of the words correctly and making phonetically plausible attempts. (see below)</p> <p>I can spell many of the Y2 common exception words. (see below)</p>	<p>I can plan and discuss the content of my writing and record my ideas in a plan.</p> <p>I can write simple, coherent narratives, about personal experiences and those of others, demarcating most sentences in my writing with a capital letter, full stop, question mark, exclamation mark and commas in a list.</p> <p>I can use an apostrophe to show possession.</p> <p>I can use an apostrophe in a contraction to join 2 words together e.g. didn’t).</p> <p>I can use examples of exclamation sentences in my writing starting with what/how.</p> <p>I can use the progressive form of verbs in the past/present tense to mark actions in progress. For example, He was shouting.</p> <p>I can segment spoken words into phonemes and represent these with graphemes, spelling many of the words correctly and making phonetically plausible attempts. (see below)</p> <p>I can spell most of the Y2 common exception words. (see below)</p> <p>I can form capital letters and digits of the correct size, orientation, and relationship to one another and to lower case.</p> <p>I can use spacing between words that reflects the size of the letters.</p>

	<p>I can form lower case letters of the correct size relative to each other, using spacing between words.</p> <p>I can begin to proofread to check for some spelling and punctuation errors.</p> <p>I can begin to evaluate my own writing with my friend or with an adult to make corrections.</p>	<p>I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>I can form capital letters and digits of the correct size, orientation, and relationship to one another and to lower case.</p> <p>I can proofread to check for some spelling, grammar, and punctuation errors.</p> <p>I can evaluate my own writing with friends and with an adult to make corrections and simple additions.</p>	<p>I can read my own writing to check for spelling, grammar and punctuation errors and make improvements.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear to my class.</p>
Writing WTS	<p>I can write sentences that are sequenced to form a short narrative.</p> <p>I can demarcate some sentences with capital letters and full stops.</p> <p>I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.</p> <p>I can spell some common exception words.</p> <p>I can form lowercase letters in the correct direction starting and finishing in the right place.</p> <p>I can form lower case letters of the correct size relative to one another in some of my writing.</p>		
Writing GDS	<p>I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.</p> <p>I can make simple additions, revisions and proof-reading corrections to my own writing.</p> <p>I can use the punctuation taught at KS1 mostly correctly.</p> <p>I can spell common exception words.</p> <p>I can add suffixes to spell most words correctly in my writing (-ment, -ness, -ful, -less, -ly,)</p> <p>I can use diagonal and horizontal strokes needed to join some letters.</p>		
	<p>Phase 5 review:</p> <p>/ai/ a-e ai ay a eigh ea ey aigh</p> <p>/ee/ y ea ee e ie ey e-e</p> <p>/igh/ igh i-e i y ie</p> <p>/oa/ow o o-e oa oe ou</p> <p>/oo/ /yoo/ oo u u-e ew ue ou ui</p> <p>/air/ air are ear ere</p> <p>/ur/ er ur ir or ear</p> <p>/ow/ ou ow</p> <p>/or/ or a aw au ore oor al oar our augh aur</p> <p>/zh/ si su</p> <p>/ch/ ch tch ture*</p> <p>/sh/ sh ti ch ssi ci si</p> <p>/j/ j g ge dge</p> <p>/s/ s ss c ce se st sc</p> <p>/u/ ou</p> <p>/e/ ea</p>	<p>Spelling Units</p> <p>Units 1-3:</p> <p>Why do some words have the spellings ‘kn’ and ‘gn’ for /n/, and ‘wr’ for /r/?</p> <p>Why do I drop the ‘e’ when I add the suffixes -ed, -ing, -er, -est and -y?</p> <p>Why do some words end ‘ge’ or ‘dge’? Why can /j/ be spelled ‘j’ or ‘g’ in different words?</p> <p>Homophones</p> <p>Spelling Units</p> <p>Units 4 -7:</p> <p>The ‘W special’ How do ‘w’ and ‘qu’ change the sounds that ‘a’, ‘ar’ and ‘or’ make in some words?</p> <p>Why do I swap the ‘y’ for an ‘i’ when I add the suffix -es?</p> <p>Why do some words have the spelling ‘ey’ for the sound /ee/?</p> <p>Why do some words end -le, -al, -il or -el?</p>	<p>Spelling Units</p> <p>Units 8-11:</p> <p>Why does ‘c’ make the sound /s/ in some words?</p> <p>How can I spell the sound /zh/?</p> <p>What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word?</p> <p>How can I show missing letters in a word?</p> <p>Contractions</p> <p>Homophones</p> <p>Spelling Units:</p> <p>Units 12-14:</p> <p>Why do some longer words have the spelling ‘ti’ for /sh/?</p> <p>How do I use the possessive apostrophe (singular possession)?</p> <p>When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p>

	/i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re ie /ee/ /igh / y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/		
	Bridge to Spelling: Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?		
Spelling	To add the suffix 'ly' to create an adverb.	To start to use alphabetical order to find tricky words in a dictionary.	To use alphabetical order to find tricky words in a dictionary.
Spelling of Common Exception Words:	Children can spell some Year 2 common exception words.	Children can spell most Year 2 common exception words.	Children can spell most Year 2 common exception words.
	was, they, are, have, who, where, why, only, because, child, children, could, should, would, eye, door, floor, poor, find, kind, behind, mind, most, cold, old, gold, hold, told,	Every, everybody, great, break, steak, whole, who, any, many, class, grass, pass, father, parents, wild, climb, both, even, after, last, past, fast, plant, path, bath, clothes, busy, people, water, again, half	there/they're/their, too/to/two, beautiful, pretty, hour, move, prove, improve, sure, sugar, money, really, nearly, different, other, mother, brother
Handwriting:	Met: Can form Capital and lower-case letters (and number digits) of the correct size relative to one another. Can begin to use some diagonal and horizontal strokes to join letters. Can recognise letters best left unjoined. Can use spacing between words that reflects the size of the writing.		
Key Vocabulary	Command Question Coordinating Conjunction	Exclamation sentence Statement	CL/. , / ? / ! Progressive form of the verb

	Subordinating conjunction CL/.?/! Simple sentence Adjectives suffix	Adverb and adjective Expanded noun phrase Subordinating conjunction Coordinating conjunction CL/.?/! Paragraph Singular/plural Suffix/prefix	Progressive Verb Apostrophe Possession Apostrophe in a contraction Expanded noun phrase. Edit Addition and revision Homophone
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If pupils have achieved most of the green criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

Non-negotiables:

- Forms lower case letters and capital letters correctly.
- Use capital letters and full stops to demarcate sentences accurately.
- Use ? ! and , in a list.
- Use past/present tense consistently.
- Use coordinating and subordinating conjunctions to join clauses/sentences.
- Spell most year 2 common exception words, tricky words and apply spelling rules.
- Uses phonetically plausible attempts at spelling.
- Write a coherent narrative using 2-3 paragraphs of sequenced sentences (story/real).
- Uses adverbs and expanded noun phrases to make writing more interesting.