

Working towards the Y2 expected standard... (B/B+)			Evidence over 6 pieces of writing					
	Evidence:		Date:					
			Text type:					
Spelling	Spell most 100 high frequency words							
	Apply all of the spelling patterns from the year 1 NC							
H/W	Form lower-case letters of the correct size relative to one another							
	Start using some diagonal and horizontal strokes							
	Write capital letters and digits 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							
Punctuation	Beginning to punctuate with	Capital letter						
		Full stop						
		Question mark						
		Exclamation mark						
	Use a capital letter for	Names of people						
		Places						
		Days of the week						
		Personal pronoun I						
Composition and Grammar	Leave spaces between words							
	Join words and clauses using and							
	Know how words can combine to make sentences							
	Use and apply	Letter, Capital letter						
		Word, Sentence						
		Singular, plural						
		Full stop, question mark, exclamation mark						
Edit	Make simple additions, revisions and corrections by discussing with the teacher and other pupils							
	Re- read to check writing makes sense							

Working at the Y2 expected standard... (W/W+/S)			Evidence over 6 pieces of writing					
	Evidence:	Date:  Text type:						
Spelling	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.							
	Identify alternative graphemes for sounds and learn words with each spelling.							
	Spell common exception words.							
	Spell words with contracted forms.							
	Distinguish between homophones and near homophones.							
	Add suffixes to spell longer words (-ful, -ly)							
H/W	Write letters of a consistent size							
	Join accurately							
	Clearly distinguish between upper case and lower case							
	Write at an efficient speed.							
Punctuation	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.							
	Use commas to separate items in a list.							
	Use apostrophes for contractions.							
	Use apostrophes for possession							
Composition and Grammar								
	Draft and write by: <ul style="list-style-type: none"><li>- Planning key ideas and words verbally and in note form</li><li>- Grouping ideas together</li><li>- Sequencing events</li><li>- Including relevant content.</li></ul>							
	Begin to show viewpoint through statements.							
	Use subordination (when, if, that, because) and co-ordination (or, and, but)							
	Identify how the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation.							
	Use and apply across a range of writing	Nouns and noun phrases (including expanded noun phrases to describe and specify)						
		Statements, questions, exclamations and commands						
		Compound (words and sentences)						
		Suffixes (-ness, -er etc)						
		Adjectives (including use of –ful, -less, -er, -est etc)						
Adverbs								
Verb tenses <ul style="list-style-type: none"><li>- Use present and</li></ul>								

		<b>past tense mostly correctly and consistently.</b> - Use of progressive form in the present and past tense.							
		Apostrophes (possession and omission)							
		Commas in lists							
<b>Edit</b>	Evaluate writing with teacher and other pupils.								
	Re-read writing to check that it makes sense								
	Check that verbs to indicate time are used correctly and consistently including verbs in the continuous form.								
	Proof read for spelling, grammar and punctuation errors.								

Working beyond the Y2 expected standard... (s+)			Evidence over 6 pieces of writing					
	<b>Evidence:</b>	<b>Date:</b>  <b>Text type:</b>						
<b>Spelling</b>	Carefully select suffixes based on an in-depth understanding of function <b>Add suffixes to spell most words correctly in their writing (e.g. -ment, ness, less)</b>							
	<b>Spell most common exception words</b>							
<b>H/W</b>	Write consistently using the cursive script across a range of writing genres. <b>Use the diagonal and horizontal strokes needed to join some letters.</b>							
<b>Punctuation</b>	<b>Use the punctuation taught at Key Stage 1 mostly correctly</b>							
	Use punctuation throughout longer, more sustained pieces.							
	Begin to select punctuation marks to create effects.							
	Apply punctuation to develop and support viewpoints.							
<b>Composition and Grammar</b>	<b>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</b>							
	Consider audience and purpose when planning.							
	Adapt plans to suit the direction of the text during the drafting process.							
	Adapt text form for audience and purpose.							
	Use a range of sentence types and lengths in sustained writing.							

	Use paragraphs consistently to organize narrative and non-narrative writing.						
	Show clear viewpoint in writing.						
	Apply the Year 2 grammar concepts in sustained pieces of writing in a range of genres and writing in other subjects.						
	Begin to develop a stylistic use of concepts.						
	Select use of concepts and techniques to directly impact the reader or create effects.						
<b>Edit</b>	<b>Make simple editions, revisions and proof-reading corrections to their own writing</b>						
	Evaluate how strongly and clearly a viewpoint is conveyed.						
	Evaluate the overall cohesion and organization of a text.						
	Critically evaluate language choices and the impact on the reader.						