

Writing Year 2

Skill	Autumn	Spring	Summer
To use imaginative description	Can identify alliteration in texts.	Can use alliteration in their work when prompted.	Can use alliteration independently where appropriate in own work.
	Can finish a simile when provided with the start e.g. (As ____ as a ____)	Can talk about why we use similes and can create own with support.	Can use similes independently and appropriately in own work.
	Can use adjectives without prompting and begin to make more adventurous choices (e.g. ferocious, gigantic etc.)	Can use more adventurous words from the topic display boards in their writing without prompting.	- Can use adjectives and descriptive phrases for detail and emphasis. - Can confidently use topic words for interest and precision.
	Can record and collect noun phrases (from the class topic) for description and specification.	Can create noun phrases for their writing with support.	Can use some expanded noun phrases for description and specification -making adventurous and independent choices (e.g the blue butterfly/ plain flour)
To organise writing appropriately	Can use own or class story map write a familiar own or familiar story that has a clear beginning, middle and end (e.g. once upon a time, happily ever after)	- Can begin to group ideas into sections when writing non-fiction (e.g. habitat, diet, appearance etc). - Can plan what they are going to write by writing down key ideas and words including new vocabulary with support - Can write fiction and non-fiction based on own plan including own story with support.	- Can group ideas into sections when writing non-fiction and often uses headings to separate (e.g. habitat, diet, appearance etc). - Can plan what they are going to write by writing down key ideas and words including new vocabulary. - Can write fiction and non-fiction based on plan including own story.
	Can use basic sequencing words (then, next, after, finally.)	Can use a growing bank of sequencing words to link ideas and create 'flow' (first, next, after, later, last of all) – with a word bank/ prompting etc. <i>See end of document for further sequencing words.</i>	Can use a growing bank of time connectives to link ideas and create 'flow' (first, next, after, later, last of all.) <i>See end of document for further sequencing words.</i>
To use sentences appropriately	Can identify a statement, a question, an exclamation or command.	Can construct own statements, questions, exclamations and commands in writing – with support.	Can construct own statements, questions, exclamations and commands in writing independently.
	Can use 'and' to join clauses to make a compound sentence.	Can orally rehearse sentences using coordination in writing e.g. or, but, and.	Can use coordination in writing e.g. or, but, and.
	- Can identify in text subordinating conjunctions (when, if, that, because) and coordinating conjunctions (or, but, and). - Can use because in shared writing.	Can orally rehearse sentences using subordination in writing e.g. when, if, that, because. e.g. "Jack grabbed the hen that laid the golden eggs!"	Can use some subordination in writing (e.g. when, if, that, because) to join clauses.

	- Can identify a verb within a sentence. - Can identify verbs which indicate past and present tense in writing (e.g. skipped, sang, swam).	Can edit the verbs in their own writing so they are in the right tense - may spot mistakes themselves or may need to be pointed out by adult.	- Can use past and present tense mostly correctly and consistently. - Can correct the use of 'is' 'was' and 'were' when mistakes are pointed out in marking.
	Can attempt to write from memory words dictated by the teacher using words learnt so far	Can write from memory simple sentences, dictated by the teacher that include phonic sounds, common exception words and punctuation taught so far with support	Can write from memory simple sentences, dictated by the teacher that include phonic sounds, common exception words and punctuation taught so far.
To punctuate accurately	- Can write simple sentences using capital letters and full stops with support some of the time in an extended piece. - Can use capital letter for 'I'.	- Can write simple sentences using capital letters and full stops some of the time. - Can use a capital letter for other people's names.	Can demarcate most sentences in their writing with capital letters and full stops.
	- Knows the purpose of a question marks and exclamation marks. - Can use question marks and exclamation marks to demarcate sentences some of the time – with support.	Can use question marks and exclamation marks to demarcate sentences some of the time.	Can use question marks correctly when required.
	Can write lists without commas (e.g. bacon eggs tomatoes).	Can use commas in a list to separate items (e.g. bacon, eggs, tomatoes).	Can use commas in a list accurately and uses 'and' to separate the last two items (e.g. bacon, eggs and tomatoes.)
	- Can recognise what an apostrophe mark looks like and recall its name. - Can identify contracted forms in texts and can pronounce contracted forms correctly (e.g. you'll).	Can match the contracted form to the words it represents (e.g. can't = cannot, you'll = you will).	Can spell some words with contracted forms.
	Can identify words in which apostrophe indicates possession.	Can identify and explain correct and incorrect use of apostrophes for possession when provided with sentences (e.g. Tom's coat was on the peg/ The cat's played.)	Can use apostrophes to mark singular possession in own work (e.g. the girl's bag) - may not always be consistent for accurate at this stage.
To spell correctly	- Can use -ing, -ed, -er, -est (Y1 suffixes) correctly most of the time. - Can identify longer words with suffixes when reading.	Can attempt to add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	Can use some of the following suffixes within their writing: -ment, -ness, -ful, -less, -ly.
	Can identify compound words in texts.	Can create compound words with support.	Can create compound words and uses them in sentences (e.g. superman, whiteboard)

	Can make phonetically plausible attempts at unknown words using knowledge of phase 3 sounds.	- Can segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonetically plausible attempts at others. - Can group sounds into sound families: (e.g. a/ai/a-e). - Can distinguish between different homophones and near homophones (e.g. see/sea, two/to)	- Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. - Can use basic homophones correctly (e.g. sea, see/ two, to).
	Can spell words using phase 3 sounds from Y1.	Can spell most the high frequency words for Y1/Y2.	Can spell all high frequency words for Y1/Y2.
	Can identify common exception words when reading (e.g. beautiful, could, because).	Can spell some common exception words.	Can spell many common exception words in independent writing. (e.g. because, beautiful)
To present work neatly	- Can begin to independently form letters and digits 0-9 in the correct direction, starting and finishing in the right place. - Can form capital letters correctly with consistent height. - Can use finger spaces between every word.	- can form lowercase letters in correct direction, starting and finishing in the right place - can form lower case letters of correct size relative to one another in some of their writing	- Can use spacing between words that reflect the size of the letters. - Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - Can being to join some letters
To analyse writing	- Can reread what they have written to check it makes sense. - Can say what they like about their writing and suggest how to improve to the teacher using some grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.)	- Can correct mistakes in spelling grammar, capital letters and full stops with support. - Can suggest some ways to improve own work and work of others using some grammatical terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma)	- Can correct mistakes in spelling grammar, capital letters and full stops. - Can correct mistakes in exclamation marks, questions marks and commas in a list – with support. - Can suggest some ways to improve own work and work of others using grammatical terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma)
To write with purpose	Can identify the text type when given a choice of genre.	- Can select some formal or informal language choices with support. - Can create writing which is mostly relevant and some of which is interesting to read.	- Can plan for a piece of writing by orally rehearsing first – saying it sentence by sentence. - Can create writing which is relevant to the topic and is interesting to read.
	Can name some organisational devices for a set genre (e.g. recipe/ letter).	Can use organisational devices appropriate for the text type (e.g. headings for non chron/ ingredients list for recipes) – but needs prompting.	Can use organisational devices appropriate for the text type (e.g. headings for non chron/ ingredients list for recipes) without support.

	Can attempt to write a specific genre with support but writing often deviates from the topic or is overly repetitive.	Can write sentences that are sequenced to form a short narrative (real or fictional)	- Can write simple, coherent narratives about personal experiences and those of others (real or fictional) - Can write about real events, recording these simply and clearly.
To present writing	Can recite sentences that have been rote learnt (in class assembly, in guided reading, whole class etc).	Can begin to use some public speaking skills (e.g. holding book away from face, actions, some eye contact etc).	Can read aloud their work to a range of audience using some appropriate intonation to make the meaning clear. (e.g. "it's a giant! A giant? A giant is coming.")
	- Can read work out loud in a voice that is loud enough for adults and classmates to hear. - Can begin to participate in speaking and listening activities in a voice that is loud enough for adults and classmates to hear (e.g. discussions, presentations, performances, role play, improvisations and debates)	- Can use some intonation for exaggerating words and exclamation marks when reading. - Can participate in speaking and listening activities with some intonation (e.g. discussions, presentations, performances, role play, improvisations and debates)	- Can read work out loud to the class in a confident manner – across the curriculum. - Can participate in speaking and listening activities in a confident manner (e.g. discussions, presentations, performances, role play, improvisations and debates)

Suggested pitch for sequencing words:

First
Second
Third
Next
After
After that,
Later
Soon
Last
Finally
Last of all
Suddenly