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| **Name: Year group joined/date: SEND/EI PP: Yes/No** |
| **English Composition** |
|  | Year 2 Expected | Year 2 Greater depth |
| **PLANNING** | Plan or say out loud with a partner what they are going to write about and write down ideas and key words including new vocabulary |  |
| **DRAFT and WRITE including vocabulary, grammar and punctuation engaging with the appropriate terminology**  | Can use sentences with different forms in their writing: statement, question,exclamation, command Correctly and consistently use verbs to indicate time, including verbs in the continuous form i.e. use present and past tense mostly correctly and consistentlyUse co-ordination (or, and, but) and some subordination (when, if, that, because)E.g. (Little Max ran upstairs to his bedroom because mum told him off.) | Use specific nouns when needed e.g. ‘terrier’ instead of dogWriting grips the reader’s interest, begin to use adverbs such as suddenly.Consistent in using the first or third person |
| Use and identify the terminology:Present tensePast tenseQuestions and question marksExclamation and exclamation marksStatements and commandsSingular and pluralVerb and adverbsNoun and noun phraseAdjectiveConjuctionAlliterationapostrophe | Commas  |
| Punctuate most sentences using full stops, capital letters with some use of question marks and exclamation marks.Spell some words with contracted forms correctly using apostrophes. | Begin to use inverted commas.Use the full range of punctuation taught at key stage 1 mostly correctly including: commas for lists and apostrophes to mark singular possession in nouns. |
| Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.Spell many common exception words.Adding suffixed to spell some words correctly in their writing e.g. ing, ed etc. | Spell most words with contracted formsSpell most common exception wordsAdd suffixes to spell most words correctly in their writing |
| **Character** | Use some expanded noun phrases to describe and specify e.g. to describe a character’s appearance or a story setting. | Confidently use adjectives to describe a character |
| **Plot** | Write a story with a clear beginning, middle and end | Stories have interesting endings that have been carefully thought about. |
| **Non Fiction** | Organise writing using simple subheadings |  |
| **EVALUATE and EDIT** | Evaluate their writing with the teacher and other pupils, explaining their language choicesCan proof read to check for missing full stops and capital lettersRe-read what is written to check that it makes sense and that the verb ‘to be’ is used accurately correcting any errors e.g. (we was having a great time) | Use a dictionary to check spellings |
| **HANDWRITING** | Use the diagonal and horizontal strokes needed to join letters in some of their writing.Write capital letters and digits of 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. | Join letters and understand which letters, when adjacent to one another, are best left un-joinedUse the diagonal and horizontal strokes needed to join letters in most of their writing. |