

Year 2

When children start Year 2, they should be able to:

• Spell the Year 1 common exception words	• Add -er, -est, -ing, -ed where there is no change in the spelling of the root word	• Proof read and edit their writing using word banks, displays, guided work and response to marking/feedback
• Accurately read and write using the Year 1 phonemes	• Form lower-case letters, capital letters and digits 0-9 correctly • And understand which letters belong to which family	

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.

	Skills progression	Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts				Record ideas (eg. through story maps, flow charts..)
2	Use full stops and capital letters consistently				Orally rehearse sentences before writing
3	Use sentences with different forms: <i>statements</i>	I am going to the beach tomorrow.			Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures
4	Use noun phrases to describe and specify	The big metal door. In the middle of the wide, blue sea.			
5	Use co-ordination (and/but/or/yet/so)	It was raining but we still had to go outside.			
6	Use sentences with different forms: <i>questions</i>				Create simple characters in narratives: ➤ Heroes and villains ➤ 1 or 2 main characters ➤ Describe appearance, feelings
7	Use question marks accurately				
8	Use a variety of simple pronouns (within TAF bullet 1)	him, her, his, the man, my			
9	Use the progressive form of verbs	I was cooking. They are running . We were playing in the garden.			Create simple settings in narratives: ➤ the woods, under the sea, space, desert island
10	Use sentences with different forms: <i>commands</i>	Come over here./ Bring me the drink.			
11	Use subordination (when/if/that/because) to add extra information	Chica was tired because she'd run hundreds of miles.			
12	Use the present and past tenses correctly and consistently				Use the main language features of narrative: ➤ story language ➤ powerful verbs ➤ third person ➤ tenses ➤ power of three (He wore old shoes, torn trousers and a hat with a hole.)
13	Use a variety of simple, compound and complex sentences (within TAF bullet 5)	Use co-ordinating and subordinating conjunctions			
14	Maintain stamina in longer pieces of writing (within TAF bullet 1)				
15	Use some features of standard written English (within TAF bullets 1 and 4)	story language; persuasive phrases (would you like to..?)			Use recurring language: ➤ they searched far and wide ➤ in a land far, far away ➤ Once there was a boy
16	Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Accurate verb/tense and subject/verb agreement Effective vocabulary choices			
17	Spell many of the Y2 common exception words and homophones	See NC list			
18	Spell many words with the range of Y2 phonemes mostly correctly				Use the main language features of non-fiction: ➤ Imperative verbs for instructions ➤ Adverbs such as firstly, next, then ➤ Third person for reports
19	Add -er, -ed, -ing, -est to words where a change to the root word is needed	bigger, tried, hopping, heaviest			
20	Add -ies to words to make plurals where a change to the root word is needed	babies, butterflies, cries			
21	Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing)				
22	Read their writing aloud with intonation to make the meaning clear				
23	Use a dictionary	Find words by initial letter			
24	Use sentence with different forms: <i>exclamations</i>	What an amazing day!			

GD1	Use commas in lists	The tall, mean, scary giant.			<p>Use the main organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> ➤ Clear beginning, middle and end ➤ Headings for posters ➤ Numbered instructions ➤ Information in sections <p>Dialogue may be used in narrative writing with inverted commas beginning to be used accurately</p>
GD2	Use exclamation marks as an indication to the reader	The giant was huge! I couldn't believe my eyes!			
GD3	Use apostrophes for contractions	can't, won't, shouldn't, don't			
GD4	Use apostrophes for singular possession	The girl's dress; the cat's whiskers			
GD5	Punctuation taught so far is used to ensure meaning is clear.				
GD6	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations				
GD7	Spell most of the Y2 common exception words and homophones				
GD8	Spell most words with the range of Y2 phonemes mostly correctly				
GD9	Spelling is mostly accurate with plausible errors in more ambitious word choices				
GD10	Use diagonal and horizontal strokes to join some letters				
GD11	Spell words with the suffixes -ment, -ness, -less, -ly, -ful	excitement, happiness, hopeless, finally, hopeful			
GD12	Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)	The island had white shell beaches and pale-gold sand.			
GD13	A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on.				
GD14	Discuss the effectiveness of their writing and may make changes without prompting				