



## Moorland Primary School –Writing overview – YEAR 2

Year 2	Composition	Vocabulary, Grammar and Punctuation	Spelling & Handwriting
	<p>Children can consider what they are going to write by: planning/saying what they are going to write about; writing down ideas/key words/new vocabulary, encapsulating ideas sentence by sentence.</p> <p>Children can write simple coherent narratives, simple poems and simple recounts of real experiences and those of others (real or fictional) for different purposes; some evidence of writing stamina.</p> <p>Children can write about real events, recording these simply and clearly.</p> <p>Children can usually say or record in writing or pictorially their ideas for writing.</p> <p>Children can make simple additions, revisions and corrections to writing by proof reading to check it makes sense and to check spelling, grammar and punctuation.</p>	<p>Children confidently demarcates simple and compound sentences accurately with capital letters and full stops and uses question marks and exclamation marks as alternatives to the full stop when required. Children begin to use commas in lists.</p> <p>Children are consistent in accurate sentence demarcation across a range of dictated and independent writing.</p> <p>Children can deploy apostrophes accurately for contractions and to show possession.</p> <p>Children can correctly use 4 sentence types; statements, questions, exclamation sentences and commands and punctuate correctly.</p> <p>Children can usually use expanded noun phrases to describe and specify.</p> <p>Children can consistently make the correct choice in use of present and past tense.</p> <p>Children can use, with some consistency, co-ordination e.g or/and/but and some subordination e.g when/if/that/because to join clauses.</p>	<p><u>Spelling</u></p> <p>Children can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible.</p> <p>Children can spell many common exception words (listed within the spelling appendix to the national curriculum)</p> <p>Children can spell a few common homophones and distinguish between homophones and near homophones.</p> <p>Children can spell contracted forms correctly using an apostrophe.</p> <p>Children can show singular possession using an apostrophe.</p> <p>Children can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly</p> <p>Children can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and app</p> <p><u>Handwriting</u></p> <p>Children can start to use some diagonal and horizontal strokes needed to join letters and understand which</p>



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	<p>Children can read their writing aloud with expression to make the meaning clear.</p> <p>Children can write from memory, simple dictated sentences including GPCs, CEW and punctuation taught.</p>	<p>Children can, with some consistency, correctly use features of standard written English.</p> <p>Children use age-appropriate grammatical terminology to discuss writing.</p>	<p>letters, when adjacent to one another, are best left un-joined.</p> <p>Children can leave appropriately sized spaces between words that reflect the size of the letters.</p> <p>Children can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>
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