



YEAR TWO			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes. After discussion with the teacher, they can:</i>
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> <li>Form letters, upper and lower case, mostly of the correct size in relation to others.</li> <li>Use knowledge of phonics and their prefix and suffix knowledge to write words that match their spoken sounds.</li> <li>Spell most common exception words taught so far correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form letters of the correct size, orientation and relationship to one another.</li> <li>Leave consistent and accurate spacing between words.</li> <li>Use knowledge of phonics to spell many words correctly, including using alternative spellings for the same sound.</li> <li>Spell common exception words taught so far correctly.</li> <li>Begin to use apostrophes to contract.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined.</li> <li>Use phonics to spell longer unknown words.</li> <li>Spell many common exception words.</li> <li>Use apostrophes to contract some words: <i>didn't, I'm, couldn't, can't</i> and to indicate possession 'The girl's hair.'</li> <li>Know the difference between homophones and near homophones (here/hear, there/their/they're, one/won)</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Create a simple plan for writing.</li> <li>Developing stamina for writing by;               <ul style="list-style-type: none"> <li>- retelling a story including effective characterisation following a 4-part model (opening, build up, problem/dilemma, resolution).</li> <li>- writing sentences that are sequenced to form a short narrative.</li> <li>- writing about real events, recording simply and clearly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider what to write and produce a simple, structured plan to guide narrative.</li> <li>Write a simple, coherent narratives following a 4-part model, extending the impact of ending.</li> <li>Expand and add detail, using new vocabulary including expanded noun phrases.</li> <li>Use a range of sentence types (e.g. statements, questions, explanations and commands)</li> </ul>	<ul style="list-style-type: none"> <li>Follow a plan to write for a range of purposes, correctly identifying when to use different sentence types.</li> <li>Write a narrative (real and fictional).</li> <li>Vary opening to sentences, using 'ly' starters (e.g. Usually, Eventually, Finally, Carefully)</li> <li>Make simple improvements to their own writing; after evaluating it with others; re-reading to check it makes sense; proofread for spelling, grammar and punctuation.</li> </ul>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> <li>Demarcate sentences with a capital letter and full stops.</li> <li>Understand proper nouns and use capital letters appropriately (people, places, days, months)</li> <li>Begin to use statements, questions, exclamations and commands.</li> <li>Begin to use expanded noun phrases (e.g. One cold night/ A deep, dark cave)</li> <li>Begin using co-ordinating conjunctions (e.g. and/but/or)</li> </ul>	<ul style="list-style-type: none"> <li>Demarcate sentences correctly, including use of exclamation/question marks and commas for lists.</li> <li>Understand and use nouns, verbs and adjectives.</li> <li>Use wider range of conjunctions (e.g. when/if/as/because/before/as well as/or/and/but/so)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of punctuation accurately including full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>Begin to write in the past/present tense correctly and consistently, including the progressive form.</li> <li>Use conjunctions (e.g. and/but/or/so) and a wider range of subordination (e.g. who, which)</li> <li>adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs.</li> </ul>
	<b>On track for Greater Depth (GDS):</b>	<b>On track for Greater Depth (GDS):</b>	<b>Greater Depth (GDS):</b>
Transform for GDS	<ul style="list-style-type: none"> <li>Have a positive attitude and flair for writing.</li> <li>Structure own writing deciding on what goes in each part.</li> <li>Use expanded noun phrases to describe and specify.</li> <li>Expand information using subordination and co-ordination</li> <li>Apply more sophisticated and considered word choices, including superlative and comparative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Write coherently to recount, instruct and entertain.</li> <li>Know the features to change for different forms of writing.</li> <li>Embellish simple sentences using adjectives e.g. The boys peeped inside the dark cave... and adverbs e.g. Tom ran quickly down the hill...</li> <li>Experiment with cursive writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar in their writing, using a range of punctuation.</li> <li>Show awareness of audience and form.</li> <li>Use speech marks accurately some of the time.</li> <li>Make simple additions, revisions and proofreading corrections to their own writing,</li> <li>Use strokes needed to join some letters.</li> </ul>