

Year 2 - Autumn	Year 2 -Spring	Year 2 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically-plausible attempts at others Spell most Y1 common exception words Spell many Y2 common exception words taught so far Use an alphabetical word list where more than one word starts the same <p>Spelling rules:</p> <ul style="list-style-type: none"> The or sound spelt a before ll or l Soft c cell, city, pencil Adding suffix y to words ending in a short vowel sound Adding suffix – y to words ending in an e Adding suffix ly to make words adverbs The n sound spelt kn n gn Homophones: sea/see, son/sun, blew/blue, night/knight, saw/sore, quiet/quite The igh spelt as a y Adding the suffix – ing to words ending in a short vowel sound Adding suffix – ing to words ending in e or ie SF4 –There/their, no/know, right/write, to/too, week/weak, see/sea The j sound Contractions – I’m, I’ll, You’re, She’ll, He’ll we’re The o sound spelt a after w and qu Adding suffix ed with no change CEW – door, floor, poor, because, find, mind, kind, behind, child, children, wild, climb, – most, only, both, old, cold, hold, told 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spell the Y1 common exception words Spell many Y2 common exception words taught so far Use an alphabetical word list where more than one word starts the same <p>Spelling rules:</p> <ul style="list-style-type: none"> Adding suffix ed changing the y for i Adding suffix ed (doubling the last consonant) Possessive apostrophe The r sound spelt wr Adding suffixes – er or –est (no change needed) Adding suffixes er or est (swapping y to an i) Adding suffixes er or est (double consonant where root word ends in short vowel plus consonant) The ee spelt ey Adding suffix – ness (where no change is needed to root word) CEW - every, great, break, steak, pretty, beautiful. After, fast, last, past, father, class, grass, pass, plant, bath, path, hour, move, prove, improve, sure, sugar, eye, could, should, would 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Spell many common exception words Use an alphabetical word list where more than one word starts the same <p>Spelling rules:</p> <ul style="list-style-type: none"> Adding suffix – ness (y to an i) Words ending in le Words ending in el Words ending in el Adding suffix –ful Adding suffix -less Words ending in il –fossil, pencil, evil a Where s makes the zh sound Adding the suffix –ment Adding the suffix – tion Homophones: Seen/scenes, wait/weight, hole/whole, new/knew, sighed/side CEW –who, whole, any, many, clothes, busy, people, water, again, half, money, mr, mrs, Christmas, parents, everybody, even
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> Demarcate many sentences in their writing with capital letters and full stops, and use question marks correctly when required Begin to use exclamation marks when required Begin to use commas in a list when required Use apostrophes for contractions using some correctly 	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use exclamation marks when required most of the time Use commas in a list when required most of the time Use apostrophes for contractions using many correctly 	<ul style="list-style-type: none"> Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required Use exclamation marks when required Use commas in a list when required Use apostrophes for contraction mostly correctly
Composition	Composition	Composition
<ul style="list-style-type: none"> Begin to write simple narratives about personal experiences and those of others that are mostly coherent Demonstrate stamina for quality writing at length (insert guidance) 	<ul style="list-style-type: none"> Write simple narratives about personal experiences and those of others that are mostly coherent Demonstrate stamina for quality writing at length (insert guidance) 	<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Demonstrate stamina for quality writing at length (insert guidance)
Sentence Structure & Grammar	Sentence Structure & Grammar	Sentence Structure & Grammar
<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently some of the time Use co-ordination (e.g but/and) to join main clauses 	<ul style="list-style-type: none"> Use present and past tense correctly and consistently many times Use co-ordination (e.g or/but/and/so) to join main clauses 	<ul style="list-style-type: none"> Use present and past tense mostly correctly and consistently Use subject verb agreement in some irregular verbs mostly correctly Use co-ordination (e.g or/but/and/so) and some subordination (e.g when/if/that/because) to join clauses
Editing	Editing	Editing
<ul style="list-style-type: none"> Proof read their writing to check for spelling and punctuation errors taught so far when prompted 	<ul style="list-style-type: none"> Proof read their writing to check for spelling and punctuated errors taught so far when prompted 	<ul style="list-style-type: none"> Proof read their writing to check for spelling and punctuated errors taught so far when prompted
Handwriting	Handwriting	Handwriting
<ul style="list-style-type: none"> Form lower case letters , capital letters and digits and orientation correctly (correct place on the line) Use spacing between words that that begins to reflect the size of the letters 	<ul style="list-style-type: none"> Form lower case letters , capital letters and digits correctly of the correct size and orientation (correct place on the line) Use spacing between words that that reflects the size of the letters 	<ul style="list-style-type: none"> Form capital letters and digits of the correct size, orientation (correct place on the line) and relationship to one another and to lower-case letters Use spacing between words that that reflects the size of the letters
Greater Depth		
<ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Use vocabulary from their independent reading in their writing Demonstrate stamina for quality writing at length (insert guidance) Demarcate most sentences in their writing with capital letters and full stops, and use question marks 	<ul style="list-style-type: none"> Write coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing Demonstrate stamina for quality writing at length (insert guidance) Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Make simple additions, revisions and proof reading corrections to their own writing Use the punctuation taught at KS1 mostly correctly Spell most common exception words Add suffixes to spell most words correctly in their

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<p>correctly when required</p> <ul style="list-style-type: none"> • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g or/but/and/so) and begin to use some subordination (e.g when/if/that/because) to join clauses • To proof read their writing to check for spelling and punctuated errors taught so far 	<ul style="list-style-type: none"> • Use exclamation marks when required • Use commas in a list when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g or/but/and/so) and some subordination (e.g when/if/that/because) to join clauses • Form capital letters, lower case letters and digits of the correct size, orientation (correct place on the line) and relationship to one another and to lower-case letters • To proof read their writing to check for spelling and punctuated errors taught so far 	<p>writing (e.g. -ment, -ness, -ful, -less, -ly)*</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join some letters
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*Most indicates that the statement is generally met with occasional slips

*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent