



Writing Expectations across Year 2

		End of Autumn term	End of Spring term	End of Summer term
		<p style="text-align: center;"><u>Model texts/stimulus and key outcomes</u></p> <p>Leaf – revisit simple sentences Lila and the Secret of Rain – retell (aim for 2 paragraphs) Oliver-Twist - character description Oral poem performance (changed each class/year as appropriate) Winter Wonderland – setting description</p>	<p style="text-align: center;">(end of Autumn term expected plus below)</p> <p style="text-align: center;"><u>Model texts/stimulus and key outcomes</u></p> <p>Twisted Fairytales, focus on Three Little Narwhals – tell a segment of a story Open a Book – list poem written Trip to the Deep – retell Trip to the Deep - information fact file Points Network PE trip - retell</p>	<p style="text-align: center;">(end of Autumn and Spring term expected plus below)</p> <p style="text-align: center;"><u>Model texts/stimulus and key outcomes</u></p> <p>Ninjabread Man – innovated character description Charlie and the Chocolate Factory – setting description Charlie and the Chocolate Factory – opinion/persuasive letter, instructions</p>
Contexts for writing		Re-visiting simple sentence formation Re-writing part of familiar stories Character description Setting description	Innovate own segment of a story Information fact file Retell of real life event	Innovated character description Setting description Persuasive Letter OR instructions
Transcription	Spelling – phonics/common exception words	RWI at least grey group with pace and fluency or above Most Y1 Spelling Zone words correct Some Spelling Zone words correct (aim for 20/64)	Off RWI programme – spelling is phonetically plausible Many Spelling Zone words correct (aim for 40/64) Spelling 2+ syllable words Spelling many homophones correctly Spelling Rules taught applied Spring 1 - (al, wr, soft c, er/est suffix, y/ee) Spring 2 – (ey/ee, kn, gn)	Spelling is phonetically plausible, with often correctly chosen spelling grapheme Most Y2 Spelling Zone words correct Using and spelling suffixes in TAF with correct rules Starting to spell contracted forms correctly Spelling Rules taught applied
	Handwriting	Accurate printed letter formation for capital and lowercase letters Ascenders and descenders taught	All letters (lowercase and capital) formed correctly with ascenders and descenders	All letters formed and sized correctly either printed/smiling in and out/joined If joining, letters are joined correctly with capital letters un-joined

	Punctuation	Capital letter and full stops (all purposes) Commas between two adjectives Question and exclamation marks Commas before coordinating conjunctions	Apostrophes for omission and possession Commas in a list	Comma after starting with subordinate clause (for GD) All punctuation revisited and consolidated.
Composition	Oral composition	Oral partner talk to generate nouns, verbs and adjectives Oral rehearsal of simple sentences before writing Oral and drama used to learn definitions of key vocabulary Share stories with families at “share a story” mornings Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify more complex thinking, ideas, feelings and events Introduces a storyline or narrative into their play Asks e.g. who, what, when, how	Individual poetry performance linked to “Open A Book” poem Oral rehearsal of compound and complex sentences before writing	Confident oral rehearsal of writing and then editing or improving based on feedback or self-assessment Individual or group performance of songs/lines for end of year play
	Grammar	Writing simple sentences to form narratives with capital letters and full stops. Expanded noun phrases. Question and exclamation marks (check consolidation from Y1).	Range of subordinating and coordinating conjunctions used Statement, command, question and exclamation sentences used varyingly Suffixes (-s/es, -ed, -ing)	Range of subordinating and coordinating conjunctions used, with some sentences beginning with the subordinating conjunction Suffixes (-less, -ful, -er, est) and prefix (-un)

		Coordinating and subordinating conjunctions introduced Present and past tense taught Write from memory simple sentences dictated by the teacher including common exception words, punctuation and graphemes taught so far Adverbs	Present and past tense used appropriately, kept to within writing and correct past tense verb word/suffix used.	
	Planning and editing writing	Oral rehearsal of sentences before writing	Story map/story mountain used (5 part). Green pen edited with adult before writing up Beginning to green pen edit independently before marking	Story map/story mountain used (5 part) Children to green pen edit their writing to make simple additions, revisions and corrections to their writing after discussion with teacher Self-assessment or peer assessment using SPaG checklist
	Vocabulary	Vocab from model texts taught and modelled in shared writing (see key vocabulary list)	Synonyms taught and effective adjectives and verbs used in writing Vocab from model texts taught and used in writing (see key vocabulary list)	Drawing on reading, effective and engaging language used Genre-specific vocab used for purpose
	Grammatical terminology	Simple sentence Capital letter and full stop Noun, verb, adjective Question mark / exclamation mark Conjunction Comma	Compound and complex sentences Adverb Independent and subordinate clause Suffix Apostrophe Singular and plural Present and past tense Command, explanation, statement, question sentences	All taught grammatical terminology used accurately in most instances. Writing is cohesive and draws on reading and audience awareness.

English Mastery writing and reading sessions - Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing. - National curriculum