



Year 2 Writing Curriculum



WORKING TOWARDS THE EXPECTED STANDARD

Write sentences that are sequenced to form a short narrative (real or fictional).

Demarcate some sentences with capital letters and full stops.

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.

Spell some common exception words.

Form lower-case letters in the correct direction, starting and finishing in the right place.

Form lower-case letters of the correct size relative to one another in some of their writing.

Use spacing between words.

WORKING AT EXPECTED STANDARD

Write simple, coherent narratives about personal experiences and those of others (real or fictional).

Write about real events, recording these simply and clearly.

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.

Use present and past tense mostly correctly and consistently.

Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

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.

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Use spacing between words that reflects the size of the letters.

WORKING AT GREATER DEPTH

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 exclamation marks mostly correctly.

Use apostrophes mostly correctly.

Use commas for a list mostly correctly.

Spell most common exception words.

Add suffixes to spell most words correctly in their writing. E.g. -ment

Add suffixes to spell most words correctly in their writing. E.g. -ness

Add suffixes to spell most words correctly in their writing. E.g. -ful

Add suffixes to spell most words correctly in their writing. E.g. -less

Add suffixes to spell most words correctly in their writing. E.g. -ly

Use the diagonal and horizontal strokes needed to join some letters.

SENTENCE

AF5 Vary sentences for clarity, purpose and effect

He/she can use wider variation in sentence openings, e.g. Sadly, Yesterday we went.

STRUCTURE AND ORGANISATION

AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events

AF4 – construct paragraphs and use cohesion within and between paragraphs

In some forms of writing, he/she displays some basic sequencing of ideas or material.

In some forms of writing, openings and / or closings are signalled e.g. developing opening around character / setting / time of day / weather.

In some forms of writing, he/she can place ideas in paragraphs / sections grouped by content, some linking by simple pronouns.

In some forms of writing, he/she can use some internal structure within paragraphs / sections e.g. simple topic sentences to introduce paragraphs in non-fiction.

PUNCTUATION

AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences

In some forms of writing, he/she is using commas in lists.

He/she is using words with contractions e.g. I'd.

He/she is making attempts to use the possessive apostrophe.

He/she is making some use of inverted commas for speech.

COMPOSITION

AF1 – write imaginative, interesting and thoughtful texts

AF2 – produce texts which are appropriate to task, reader and purpose

He/she is developing positive attitudes towards and stamina for writing.

In some forms of writing, he/she includes mostly relevant ideas and content, sometimes repetitive or sparse with limited awareness of reader e.g. memories in a recount.

In some forms of writing, he/she makes brief comments, questions about events or actions suggest viewpoint e.g. write in role.

In some forms of writing, he/she can establish basic purpose of writing and some appropriate features of the given form used e.g. recount features.

In some forms of writing, he/she can make some attempts to adopt appropriate style e.g. question to hook reader, persuasion.

He/she writes narratives about personal experiences & those of others (real & fictional) with increasing independence.

He/she writes a range of genres:
instructions.
poetry.
information.
non-chronological reports.
explanation.

VOCABULARY

AF7 – select appropriate and effective vocabulary

In some forms of writing, he/she can make age-appropriate word choices to create interest e.g. big hairy caterpillar.

TERMINOLOGY AND HANDWRITING

Terminology

He/she understands and uses the words:
verb.
tense (past, present).
adjective.
noun.
suffix.
apostrophe.
comma.

DRAFTING AND EDITING

AF8 - how to plan, revise & evaluate writing

He/she can plan or say aloud what they are going to write about.

He/she can encapsulate what they want to say, sentence by sentence.

He/she can proof-read to check for spelling errors - errors in punctuation at Y2 level.

He/she can re-read to check that verbs to indicate time are used correctly and for errors in grammar.

He/she can read aloud what they have written with appropriate intonation to make the meaning clear.

He/she can evaluate their writing with teachers.

He/she can evaluate their writing with peer assessment.

He/she can evaluate their writing with self assessment.