

Year 2

Composition

plan	Draft	evaluate	Edit	perform & present
Planning or saying out loud what they are going to write about, noting ideas or key words & new vocabulary.	Deciding what they want to say, sentence by sentence. Writing for different purposes including real events & poetry. Write longer sequences of sentences about personal experiences and those of others (real or fictional).	Re-read to check that writing makes sense and fits the purpose intended. Evaluate their writing with the teacher and other pupils.	Proofread for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly). Check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Read their writing aloud clearly, audibly and with appropriate intonation to make the meaning clear

Grammar (see small steps chart)

word	verbs	sentence	paragraphs	text
Use adjectives to write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].	Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use subordination (using when, if, that, because) and co-ordination (using or, and, but) Write sentences with different forms: Statement, question, exclamation or command & understand how the grammatical patterns in the sentence indicate its function. Use some features of written standard English. Write coherent sentences.	Write from memory simple sentences dictated by the teacher. Compose individual sentences orally and then write them down.	Write a series of sentences on an event/ theme.

Transcription – Punctuation (see small steps chart)

sentence demarcation	Commas	inverted commas	apostrophes
Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use commas to separate items in a list.		Use apostrophes to mark where letters are missing in spelling. Learning the possessive apostrophe (singular) [e.g. the girl's book].

Transcription - Spelling

prefixes & suffixes	etymology & morphology
<p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Form adjectives using suffixes such as –ful, –less</p> <p>Use the suffixes –er, –est in adjectives and use –ly in Standard English to turn adjectives into adverbs (App.2)</p> <p>Draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words (Notes & Guidance)</p>	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell common exception words and words with contracted forms. Distinguishing between homophones and near-homophones. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Transcription - Handwriting

Form lower-case letters of the correct size relative to one another.

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

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

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

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Grammar & Punctuation - Small Steps

WORD

End Point

Know what a noun is & identify nouns.	Use a determiner to expand a noun & know that a group of words can be used to express a noun (noun phrase).	Know what an adjective is and know that they come before the noun they describe. <i>Choose appropriate adjectives to describe a noun.</i> <i>Use adjectives to expand a noun (separating a list of adjectives with a comma).</i>	Know the order of adjectives in a list (quantity then quality). Know what a preposition is, where they come in a sentence & use a preposition to expand a noun (with, by, next to, etc).	Use adjectives to write expanded noun phrases for description and specification.
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VERBS

End Point

Know what a verb is, what they are used for & where they come within sentences. <i>Know verbs can describe actions completed in the present or past.</i>	Know that verbs can change depending upon the person/ thing carrying out the action.	Use the suffix -ed to form regular verbs in the past tense & know how to form irregular verbs in the past tense.	Know which tense is used for a particular piece of writing.	Use present and past tenses correctly and consistently
Know that verbs can describe continuous actions in the past.	Know that the past form of 'to be' is used with the -suffix -ing to form the progressive past tense.	Know the rules for adding -ing: <ul style="list-style-type: none"> • If the verb ends in 'e' remove it & add -ing. • If the verb ends in 'ie' change for y & add -ing. • If the word ends in a vowel then consonant, double the consonant & add -ing. 	Know when in a piece of writing or which pieces of writing it is appropriate to use the progressive past in.	Use the progressive form of verbs in the present and past tense to mark actions in progress

SENTENCE

End Point

Know what a coordinating conjunction is & that they can join words, clauses and sentences.	Know different coordinating conjunctions (for, and, nor, but, or, yet, so), and when to use them.	Know what a subordinating conjunction is & that they can be used to join a main clause & a subordinate clause.	Know different subordinating conjunctions (when, if, that, because, although, etc), and when to use them to join clauses (<i>correctly</i>).	Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
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		<i>Know a main clause can stand alone but a subordinate clause doesn't make sense on its own.</i>		
Know that a sentence is a group of words, including a verb, that is complete in meaning.	Write statements and questions for a variety of purposes.	Know how to form commands and exclamations.	Know the type of sentence to be used within a specific type of writing & write different types of sentence correctly and with correct punctuation	Write sentences with different forms: statement, question, exclamation or command & understand how the grammatical patterns in the sentence indicate its function.

PARAGRAPHS

End Point

Recite a dictated sentence and count the words.	Hold a dictated sentence in their head.	Write the dictated sentence.	Check and rewrite their sentence, copying the teacher's written model.	Write from memory simple sentences dictated by the teacher.
Compose individual sentences.	Mentally rehearse composed sentences.	Hold the full sentence in their head whilst they begin transcribing.	Write their own composed sentences.	Compose individual sentences orally and then write them down.

PUNCTUATION

End Point

Be able to write a complete sentence that begins with a capital letter and ends with a full stop.	Know what a question mark looks like and how to form them. Know what a question is, how to ask, write & punctuate one.	Know what an exclamation mark looks like and how to form them. <i>Know that statements and commands may use an exclamation mark for emphasis/effect.</i>	Know how to say and write an exclamatory sentence, starting with a capital letter and ending with an exclamation mark.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
know what a comma looks like and how to write a comma.	Understand that commas can separate items.	Use a comma to separate nouns and then adjectives in a list	Use a comma to separate words or phrases in a list.	Use commas to separate items in a list.
Know what an apostrophe looks like & how to form one	Know how to join words to make the contracted form	Know that the apostrophe replaces the missing letters in the contracted form	Write contracted words correctly with an apostrophe	Use apostrophes to mark where letters are missing in spelling.
Know what an apostrophe looks like & how to form one.	Know that an apostrophe can be used to show possession.	Know that the apostrophe for possession comes before the "s" of the noun the item belongs to. Know that if the	Identify which nouns are singular, which are plural, and which show possession.	Learning the possessive apostrophe (singular) [e.g. the girl's book].

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		word ends in "s" the apostrophe is used after it.		
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