

End of Year 2 Writing Expectations



1. Child as a writer

- 1a. Can express preferences for writing
- 1b. Can write at will/independently
- 1c. Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story.....
- 1d. Can complete a whole text as well as sections of a text e.g. sustain an entire story, report....
- 1e. Can write with increasing fluency and stamina
- 1f. Reads aloud their own writing to peers and teacher with appropriate expression

2. Composition

- 2a. Can say what they are going to write about e.g. orally tell story
- 2b. Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame....
- 2c. Records ideas sentence by sentence, rehearsing each sentence orally before scribing
- 2d. Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes
- 2e. Can use adverbs to qualify verbs e.g. he ran slowly.
- 2f. Can use a variety of conjunctions to extend sentences and give further information
- 2g. Can use pronouns to avoid repetition e.g. he, they, our
- 2h. Can write narrative with a clear beginning, middle and end.
- 2i. Can use some appropriate story language e.g. In a land far far away.....
- 2j. Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense
- 2k. Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect
- 2l. Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry
- 2m. Can sustain the use of the correct tense across a range of text types e.g. story, letter...
- 2n. Can proof read to check for spelling errors
- 2o. Can proof read to check for missing punctuation
- 2p. Can read own and peers' writing and make suggestions for improvements

3. Grammar and Punctuation

- 3a. Can use full stops, exclamation marks and question marks to demarcate most sentences
- 3b. Can use capital letters at start of most sentences
- 3c. Uses capital letters for names (proper nouns)
- 3d. Can use commas to separate items in a list
- 3e. Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball ...
- 3f. Joins words or clauses using co-ordination e.g. or, and, but
- 3g. Joins clauses using subordination e.g. if, when, because
- 3h. Can use sentences with different forms e.g. statement, exclamation, question or command
- 3i. Use the present and past tense consistently, including the progressive form

4. Spelling

- 4a. Can segment spoken words into phonemes before choosing grapheme to represent that phoneme, spelling many correctly
- 4b. Can begin to choose and use alternative spelling patterns for the vowel sounds e.g. ay, ai, a-e
- 4c. Can explain the meaning of and apply the different spelling of some homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
- 4d. Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't
- 4e. Can spell many of the common exception words from English Appendix 1 in their writing
- 4f. Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e.g. make - making
- 4g. Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting
- 4h. Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e.g. copy - copied, silly - silliness
- 4i. Suffixes from English Appendix 1 are spelt and used accurately e.g. ment, ness, ful, less, ly
- 4j. Common polysyllabic words spelt correctly e.g. desktop, rainbow
- 4k. Applies knowledge of other spelling patterns from English Appendix 1 in their writing
- 4l. Can write a dictated sentence from memory that includes words taught so far correctly

5. Handwriting

- 5a. Lower case, capital letters and digits are accurately formed and orientated

5b. Can form lower case letters of the correct size relative to one another
5c. Can form capital letters of the correct size relative to lower case letters
5d. Can use spacing between words that reflects the size of letters
5e. Clear differentiation between ascenders and descenders
5f. Can start to use some diagonal and horizontal strokes to join letters
5g. Handwriting is legible