|  |
| --- |
| **Writing - Working Towards the Expected Level** |
| **The pupil can write sentences that are sequenced to form a narrative, after discussions with the teacher** |  |  |  |  |  |  |
| **Demarcating some sentences with capital letters and full stops.** |  |  |  |  |  |  |
| **Segmenting spoken words into phonemes and representing these by graphemes spelling some correctly** |  |  |  |  |  |  |
| **Spelling some common exception words** |  |  |  |  |  |  |
| **Forming lower case letters in the correct direction, starting and finishing in the right place** |  |  |  |  |  |  |
| **Forming lower –case letters of the correct size relative to one another in some of the writing** |  |  |  |  |  |  |
| **Using spacing between words** |  |  |  |  |  |  |
| **Writing - Working At the Expected Level** |
| **The pupil can write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher:** |  |  |  |  |  |  |
| **Write about real events, recording these simply and clearly.**  |  |  |  |  |  |  |
| **Demarcating most sentences with:** | **Capital letters and full-stops and use question marks correctly when required.** |  |  |  |  |  |  |
| **using present and past tense mostly correctly and consistently** |  |  |  |  |  |  |
| **using co-ordination (or / and / but)** |  |  |  |  |  |  |
| **using some** sub**-ordination (when / if / that / because)** |  |  |  |  |  |  |
| **segmenting words into phonemes and representing these by graphemes, spelling many correctly** |  |  |  |  |  |  |
| **spelling many common exception words** |  |  |  |  |  |  |
| **writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters** |  |  |  |  |  |  |
| **using spacing between words that reflects the size of the letters** |
| **Writing - Working At Greater Depth Within the Expected Level** |
| **The pupil can write sentences for different purposes, after discussion with the teacher:** |  |  |  |  |  |  |
| **Write effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar of their writing.** |  |  |  |  |  |  |
| **Make simple additions, revisions, and proof-reading corrections to their own writing.**  |  |  |  |  |  |  |
| **using the full range of punctuation taught as ks1 mostly correctly including:** | **commas to separate items in a list** |  |  |  |  |  |  |
| **apostrophes to mark singular possession in nouns** |
| **spelling most common exception words** |  |  |  |  |  |  |
| ***spelling most words with contracted forms*** |  |  |  |  |  |  |
| **adding suffixes most words correctly in their writing, e.g. *–ment, -ness, -ful, -less, -ly*** |  |  |  |  |  |  |
| **using the diagonal and horizontal strokes needed to join letters some of their writing** |  |  |  |  |  |  |



**Year 2 Targets**

**Year 2 common exception words**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **word** | **R** | **W** | **word** | **R** | **W** | **word** | **R** | **W** |
| **after** |  |  | **eye** |  |  | **only** |  |  |
| **again** |  |  | **fast** |  |  | **parents** |  |  |
| **any** |  |  | **father** |  |  | **pass** |  |  |
| **bath** |  |  | **find** |  |  | **past** |  |  |
| **beautiful** |  |  | **floor** |  |  | **path** |  |  |
| **because** |  |  | **gold** |  |  | **people** |  |  |
| **behind** |  |  | **grass** |  |  | **plant** |  |  |
| **both** |  |  | **great** |  |  | **poor** |  |  |
| **break** |  |  | **half** |  |  | **pretty** |  |  |
| **busy** |  |  | **hold** |  |  | **prove** |  |  |
| **child** |  |  | **hour** |  |  | **should** |  |  |
| **children** |  |  | **improve** |  |  | **steak** |  |  |
| **Christmas** |  |  | **kind** |  |  | **sugar** |  |  |
| **class** |  |  | **last** |  |  | **sure** |  |  |
| **climb** |  |  | **many** |  |  | **told** |  |  |
| **clothes** |  |  | **mind** |  |  | **water** |  |  |
| **cold** |  |  | **money** |  |  | **who** |  |  |
| **could** |  |  | **most** |  |  | **whole** |  |  |
| **door** |  |  | **move** |  |  | **wild** |  |  |
| **even** |  |  | **Mr** |  |  | **would** |  |  |
| **every** |  |  | **Mrs** |  |  |  |  |  |
| **everybody** |  |  | **old** |  |  |  |  |  |