

### Phonics

To recognise and write all phase 2, 3, 4 & 5 graphemes and high frequency & tricky words

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To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones

To apply further Y2 spelling rules and guidance

### Spelling

To spell all Y1 and most Y2 common exception words correctly.

Adding es to nouns and verbs ending in y where the 'y' is changed to 'i' before the es

Adding ed, ing, er and est to a root word ending in y

Adding the endings ing, ed, er, est and y to words ending in e with a consonant before

Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel

Adding suffixes to spell most words correctly in their writing,

To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll

To self-correct misspellings of words that pupils have been taught

### Planning, writing & editing

To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread (including out loud) to check that their writing makes sense and that the correct tense is used throughout

To proofread to check for errors in spelling, grammar and punctuation

To write for different purposes

To use new vocabulary from their reading, their discussions about it and from their wider experiences

### Use of phrases & clauses

To using co-ordination (or/and/but).

To use some subordination (when/if/ that/because).

To use expanded noun phrases to describe and specify (e.g. the blue butterfly).

## A Year 2 Writer

### Sentence construction & tense

To use the present tense and the past tense mostly correctly and consistently.

To form sentences with different forms: statement, question, exclamation, command.

To use some features of written Standard English

### Handwriting

To sit correctly at a table, holding a pencil comfortably and correctly

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

To form lower case letters of the correct size, relative to one another.

To use spacing between words that reflects the size of the letters

To begin to use the diagonal and horizontal strokes needed to join letters.

### Punctuation

To use the full range of punctuation taught at key stage 1 mostly correctly including:

- capital letters, full stops, question marks and exclamation marks
- commas to separate lists
- apostrophes to mark singular possession and contractions

### Terminology

To recognise and use the terms

- phoneme, grapheme, digraph, trigraph, split digraph
- sentence, punctuation, capital letter, full stop, question mark, exclamation mark, comma, apostrophe
- statement, question, exclamation, command, compound
- noun, noun phrase, adjective, verb, adverb
- conjunction
- present tense, past tense