

Year 2 Genres & Success Criteria

Autumn Term- 'A trip to the shops' & 'It all started on Pudding lane'					
<p>Writing questions</p> <ul style="list-style-type: none"> I can identify a question and a statement and know the difference between them. I can think of a question. I can demarcate the question correctly I can start my sentence with a capital letter and end it with a question mark. I can read my writing back. I can spell some Year 2 common exception words correctly. I can form many letters correctly using my line guide. 	<p>Writing lists</p> <ul style="list-style-type: none"> I can identify a comma. I can describe what it does in the sentence with both examples of a comma in a list and when used in expanded noun phrases. I can use a capital letter at the beginning of my sentence and end it with a full stop. I can use commas in a list. I can use commas in an expanded noun phrase. I can read my writing back I can spell some Year 2 common exception words correctly. I can form many letters correctly using my line guide. 	<p>Instructions</p> <ul style="list-style-type: none"> I can identify an imperative verb I can write a 'How to...' title I can include a 'You will need' box I can include numbered bullet points Each instruction starts with a time connective Each instruction includes a verb My instructions are written in short sentences My instructions can be used successfully My sentences are all correctly demarcated I can read my writing back. I can spell some Year 2 common exception words correctly. I can form many letters correctly using my line guide. 	<p>Recount</p> <ul style="list-style-type: none"> I can identify the sequence of my day correctly. I can identify time connectives. I can add a 5 W introduction (Who, What, where, When, why) I can write in the past tense. I can use time connectives to sequence my writing. I can use conjunctions in my writing to add further detail. I can read my writing back. I can spell some Year 2 common exception words correctly. I can form many letters correctly using my line guide. 	<p>Non- Chronological report</p> <ul style="list-style-type: none"> I can include a title in my writing. I can use a question to interest my reader. I can use generalization e.g. Usually, mostly, often, sometimes, generally. I can use topic specific vocabulary. I can read my writing back. I can spell some Year 2 common exception words correctly. I can form many letters correctly using my line guide. 	<p>Poetry</p> <ul style="list-style-type: none"> I can read and perform poems I can plan my poem I can use adjectives in an expanded noun phrase. I can identify an adverb. I can use an adverb in my writing. I can punctuate my sentences correctly. I can use commas to separate adjectives. I can read my writing back. I can spell some Year 2 common exception words correctly. I can form many letters correctly using my line guide.
Spring Term- 'Down on the farm' & 'A bug's life'					
<p>Non- Chronological report</p> <ul style="list-style-type: none"> I can include a title in my writing. I can use a question to interest my reader. I can use generalization eg. Usually, mostly, often, sometimes, generally. I can use topic specific vocabulary. I can use subordinating and co coordinating conjunctions (because, that, but, or, and) I can read my writing back. I can spell some Year 2 common exception words correctly. <p>Tip – a good genre to introduce a new topic and key vocabulary</p>	<p>Recount</p> <ul style="list-style-type: none"> I can identify the sequence of my day correctly. I can identify time connectives. I can add a 5 W introduction (Who, What, where, When, why) I can write in the past tense. I can use time connectives to sequence my writing. I can use conjunctions in my writing to add further detail. I can read my writing back. I can spell some Year 2 common exception words correctly. 	<p>Character/ setting description</p> <ul style="list-style-type: none"> I can plan my description I can use adjectives to describe the character or setting I can use a simile I can use 'and' & because to join my sentences together I can use extended noun phrases to add extra detail. I can read my writing back. I can spell many Year 2 common exception words correctly. I can form most letters correctly using my line guide. 	<p>Instructions</p> <ul style="list-style-type: none"> I can identify an imperative verb I can identify and use adverbs correctly I can include a 'How to...' title, 'You will need' box and numbered bullet points Each instruction starts with a time connective Each instruction includes a verb My instructions are written in short sentences My instructions can be used successfully My sentences are all correctly demarcated I can read my writing back. I can spell some Year 2 common exception words correctly. 	<p>Story – Retell or innovation</p> <ul style="list-style-type: none"> My front cover includes the title and author's (my) name My story follows the repetitive pattern shown in the story read by my teacher. I have used words from my teacher's story to either retell or innovate my story I have added adjectives/ verbs to make my story exciting for the reader. My story makes sense I can read my writing back. I can spell many Year 2 common exception words correctly. 	<p>Explanation</p> <ul style="list-style-type: none"> I can demarcate my sentences correctly using a capital letter, finger spaces and full stop. I can include a title that states the topic. My opening paragraph includes the purpose of the product or process. I can write the text logically sequenced. Each stage is clearly described using conjunctions to extend my writing. I can include a diagram alongside my writing. I can read my writing back. I can spell many Year 2 common exception words correctly.
Summer Term- 'To infinity and beyond' & 'Join the pride'					
<p>Non-chronological report</p> <ul style="list-style-type: none"> I can research and make notes The information I select is appropriate I can plan my report I can write a title I can use subheadings My report includes key vocabulary My report includes a labelled diagram My report includes exclamations and questions which are correctly demarcated. My report answers questions I can read my writing back. I can spell most Year 2 common exception words correctly. <p>*GD- Some children may show correct joins within their writing*</p>	<p>Recount</p> <ul style="list-style-type: none"> I can identify the sequence of my day correctly. I can identify time connectives. I can add a 5 W introduction (Who, What, where, When, why) I can write in the past tense. I can use time connectives to sequence my writing. I can use conjunctions in my writing to add further detail. I can use details to bring events to life I recount my favourite event I can write a closing sentence I can read my writing back I can spell most Year 2 common exception words correctly. <p>*GD- Some children may show correct joins within their writing*</p> <p>Tip – a good genre for after an educational visit</p>	<p>Instructions</p> <ul style="list-style-type: none"> I can write a 'How to...' title I can include a 'You will need' box My beginning statement interests the reader I can number each step Each instruction starts with a time connective Each instruction includes a verb I can use appropriate adjectives My instructions are written in short sentences My end statement wraps up my writing My instructions can be used successfully I can read my writing back. I can spell most Year 2 common exception words correctly. <p>*GD- Some children may show correct joins within their writing*</p>	<p>Character/ setting description</p> <ul style="list-style-type: none"> I can plan my description I can use adjectives to describe the character or setting I can use a simile I can use 'and' & because to join my sentences together I can read my writing back I can spell most Year 2 common exception words correctly. I can form all letters correctly using my line guide. <p>*GD- Some children may show correct joins within their writing*</p>	<p>Story – imaginative</p> <ul style="list-style-type: none"> I can plan my story I can use story language My story beginning introduces the character In the middle of my story one events leads to the next I introduce a problem for the character I can use adjectives to excite the reader My story ending solves the problem for the character My story has an ending I can read my writing back. I can spell most Year 2 common exception words correctly. <p>*GD- Some children may show correct joins within their writing*</p>	<p>Poetry – Acrostic</p> <ul style="list-style-type: none"> I can read and perform poems I can plan my poem I can use the correct letter the beginning of the line to form a word down the left hand side of the poem. I can use capital letters at the beginning of each line. Can perform my poem I can spell most Year 2 common exception words correctly. <p>*GD- Some children may show correct joins within their writing*</p>