

WORKING TOWARDS END OF YEAR 2 EXPECTATIONS									
COMPOSITION:									
Write sentences that are sequenced to form a short narrative (real or fictional)									
TRANSCRIPTION:									
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.									
HANDWRITING:									
Form lower case letters in the correct direction, starting and finishing in the right place.									
Form lower case letters of the correct size relative to one another in some form of their writing									
Use spacing between words									
VOCABULARY, GRAMMAR AND PUNCTUATION:									
Demarcate some sentences with capital letters and full stops									
WORKING AT END OF YEAR EXPECTATIONS									
COMPOSITION:									
Children can write simple coherent narratives about personal experiences and those of others (real or fictional)									
Children can write about real events, recording these simply and clearly									
Children can write for a range of purposes									
BEGIN to proof read to check for errors in spelling, grammar and punctuation									
TRANSCRIPTION;									
Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making Phonetically plausible attempts to spell others									
door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas (note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child')									
Recognise and spell some common homophones (e.g. here/hear; to/ too/ two; see/sea; bee/be)									
Spelling of the days of the week and months of the year are accurate (including use of capital letters)									
HANDWRITING:									
Capital letters and digits of the correct size, orientation and relationship to one another and lower case letters									
Clear spaces between words									
VOCABULARY, GRAMMAR AND PUNCTUATION									
Demarcate most sentences with capital letters and full stops and use of question marks correctly									
Some sentences punctuated with exclamation marks									
Use some expanded noun phrases to describe and specify									
Co-ordinate sentences using or, and, but									
Some subordination - using when, if, that and because									
Use of past and present tense mostly correct and consistent									
Express ideas clearly using simple and compound sentences									
Use a range of sentence types in writing (including questions, statements, commands or exclamations)									
Commas used to separate a list									

GREATER DEPTH									
VOCABULARY AND GRAMMAR									
Use the punctuation taught at Key Stage 1 mostly correctly									
COMPOSITION									
Develop characteristic forms of narrative (e.g. traditional tales)									
Children can write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing									
Children edit, revise and proof read their work making corrections and simple additions									
Make simple additions, revisions and proof-reading corrections to their own writing									
Simple text structure with an attempt to organise related ideas in sections or paragraphs									
Show some consistency with the use of first and third person									
Build up a sequence of relevant events with a simple conclusion or appropriate ending									
TRANSCRIPTION									
Add suffixes to spell some words accurately e.g - ment, -ness, -ful, -less, -ly									
Spell most common exception words									