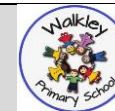


YEAR 2 WRITING CRUCIAL LEARNING



Year 2	Spelling	1. Segment words into phonemes and spell MANY correctly, using graphemes* 2. Learn new ways of spelling phonemes, for which one spelling is already known 3. Understand the difference between homophones and near homophones and be able to learn the spellings of some common ones 4. Spell MANY common exception words* 5. Spell words using the contracted form e.g. can't, didn't 6. Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly 7. Spell words using the statutory spelling rules confidently e.g. baDGE, Gem, raCe, Knee, WRite, tabLE, camEL, metAL, pencIL, crY, crIES, copIER/copyING, nicER, patTING, cALL, mOther, donkey/donKEYS, treaSure, staTION 8. Write from memory simple sentences dictated by the teacher, containing content taught so far
Year 2	Vocabulary and Grammar	1. Use grammatical terms confidently such as: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, comma, tense and apostrophe 2. Use the present and past tense mostly correctly in their writing* 3. Use the progressive form of verbs in their writing e.g. he was drumING, she is shoutING 4. Use -ly to turn adjectives into adverbs e.g. quickLY 5. Understand how to form nouns and adjectives by adding suffixes e.g. jumpER, happiNESS, thoughtLESS 6. Use co-ordinating conjunctions (e.g. or, and, but) and SOME subordinating conjunctions (when, if, because) * 7. Understand how grammatical patterns in sentences tell us if it is a command, question, statement and exclamation 8. Use expanded noun phrases for description (e.g. the blue butterfly)
Year 2	Punctuation	1. Use the singular possessive apostrophe e.g. the girl's book 2. Use capital letters, full stops, ? and ! to demarcate MOST sentences in their writing* (! is not in the TAF statements) 3. Use commas to separate items in a list
Year 2	Composition	1. Develop stamina and positive attitude to writing by writing different genres (including poetry) and for different purposes 2. Write simple, coherent narratives about their personal experiences and those of others* 3. Write about real events, recording them simply and clearly* 4. Plan or say what they are going to be writing about and write down ideas, key words and new vocabulary 5. Re-read and evaluate their writing, with others, to check it makes sense 6. Edit their writing to improve any spelling, punctuation and grammar errors 7. Read their writing aloud with appropriate volume and intonation
Year 2	Handwriting	1. Form lower case letters, capital letters and digits of the correct size, relative to each other* 2. Start joining letters using diagonal and horizontal strokes and understand which adjacent letters are best left unjoined 3. Use appropriate spacing between words*

Year 2	If secure in the above, these elements indicate greater depth	1. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing* 2. Make simple additions, revisions and proof-reading corrections to their own writing* 3. Use the punctuation taught at key stage 1 mostly correctly* 4. Spell MOST common exception words* 5. Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* 6. Use the diagonal and horizontal strokes needed to join some letters*
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