

<b>YEAR 2 ENGLISH: WRITING: SPELLING</b>	
Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
Distinguish between and learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones and near homophones	
Learning to spell common exception words and recognise vowels and consonants	
Learning to spell more words with contracted forms	
Learning the possessive apostrophe (singular) [e.g. the girl's book]	
<b>Add suffixes to spell longer words, including –ment, –ness, -ly, -ful and -less apply spelling rules and guidance, as listed in English Appendix 1</b>	
Add the suffix –ly to spell longer words, apply spelling rules and guidance, as listed in English Appendix 1	
Add the suffix -ness to spell longer words, as listed in English Appendix 1	
Add the suffixes –ful and -less to spell longer words, as listed in English Appendix 1	
Add the suffix -less to spell longer words, , as listed in English Appendix 1	
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	
<b>ENGLISH: WRITING: PUNCTUATION</b>	
Use full stops and capital letters	
<b>Write exclamations and Use Exclamation marks mostly correctly</b>	
Write questions and use Question marks	
Use Commas for lists	
<b>ENGLISH: WRITING: HANDWRITING AND PRESENTATION</b>	
<b>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</b>	
Write lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another	
Use spacing between words that reflects the size of the letters	
<b>ENGLISH: WRITING: ORGANISATION AND RANGE</b>	
Develop positive attitudes towards and stamina by writing coherent narratives for different purposes (including poetry)	
Writing about real events, recording these simply and clearly	
<b>ENGLISH: WRITING: PLANNING AND DRAFTING</b>	
Planning or saying out loud what they are going to write about sentence by sentence	
To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar for their writing	
<b>ENGLISH: WRITING: EDITING AND READING ALOUD</b>	
Evaluating their writing with the teacher and other pupils	
Re-reading and proof-reading to check for errors, and that their writing makes sense including punctuation and spelling	
To proof read to check that verbs to indicate time are used correctly	
Read aloud what they have written with appropriate intonation to make the meaning clear	
<b>ENGLISH: WRITING: GRAMMAR</b>	
Write Statements	
Write commands	
Use Expanded noun phrases to describe and specify, e.g. the blue butterfly	
Use the present and past tense correctly and consistently	
Use the progressive form in the past and present tense correctly.	
Use Subordination (using when, if, that, or because) Co-ordination (or, and, or but)	
Use Some features of written Standard English	

<b>EME – EMERGING</b>	<b>WTS – WORKING TOWARDS</b>	<b>EXP - EXPECTED STANDARD</b>	<b>GD – GREATER DEPTH</b>
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