

## Year 2 Writing Skills

Skill	Example
Write for a range of purposes and audiences based on personal experiences and high quality texts	stories, diaries, letters, instructions, reports, recounts, persuasive posters and letters, poetry
Use full stops and capital letters consistently	
Use sentences with different forms: statements	
Use noun phrases to describe and specify	A huge, scary monster. A brilliant day out.
Use co-ordination (and/but/or/yet/so)	It was cold <b>but</b> we still had to go outside.
Use sentences with different forms: questions	
Use question marks accurately	
Use a variety of simple pronouns (within IF criteria bullet point 1)	her, she, the girl, Lucy
Use the progressive form of verbs	<b>I was running.</b> They <b>are cooking</b> dinner. We <b>were playing</b> in the garden. . It <b>was raining</b> all day.
Use sentences with all different forms: commands	Come to the party. Bring all your friends.
Use subordination (when/if/that/because) to add extra information	Emily Brown was fed up <b>because</b> she couldn't get to sleep.
Use the present and past tenses correctly and consistently	
Use a variety of simple, compound and complex sentences (within IF criteria bullet point 5)	Using co-ordinating and subordinating conjunctions
Maintain stamina in longer pieces of writing (within IF criteria bullet point 1)	
Use some features of standard written English (within IF criteria bullet points 1 and 4)	e.g. story language, persuasive phrases such as Would you like to...? Have you ever wondered why..? Use some features of standard written English (within IF criteria bullet points 1 and 4)
Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Accurate verb/tense and subject/verb agreement. Effective vocabulary choices
Spell <b>many</b> / <b>most</b> of the Y2 common	See NC list

exception words and homophones	
Spell <b>many</b> / <b>most</b> words with the range of Y2 phonemes mostly correctly	
Add -er, -ed, -ing, -est to words where a change to the root word is needed	Bigger, biggest / happier, happiest / sadder, saddest
Add -ies to words to make plurals where a change to the root word is needed	Flies, babies, replies, carries
Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing	
Read their writing aloud with intonation to make the meaning clear	
Use a dictionary	Find words by initial letter
Use sentences with different forms: exclamations	What an amazing day we had!
<b>Working at Greater Depth</b> <b>Achieve ARE objectives securely plus have evidence of the following mostly correct:</b>	
Use commas in lists	The dragon was big, scary and dangerous.
Use exclamation marks as an indication to the reader	The dragon was huge! It was great fun!
Use apostrophes for contractions	don't, can't, won't, didn't
Use apostrophes for singular possession	Katy's bike. The teacher's desk.
Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	
Spell most of the Y2 common exception words and homophones	See NC list
Spell most words with the range of Y2 phonemes mostly correctly	
Use joined handwriting most of the time	
Spell words with the suffixes -ment, -ness, -less, -ful, -ly	Excitement, sadness, hopeless, suddenly, joyful, cheerful
Write effectively for a range of purposes and audiences	
Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading	
Consistently use editing and revising strategies to improve the quality and accuracy of their writing	
Consistently use vocabulary from across the curriculum in their writing	

- Record ideas e.g. through story maps, flow charts
- Orally rehearse sentences before writing
- Create simple plots in narratives with an opening, build up, dilemma, resolution/ending based on class reading and stories with repetitive structures e.g. Emily Brown & the Thing, fairy tales, The Tin Forest
- Create simple characters in narratives e.g. heroes and villains, 2-3 main characters, describe appearance, feelings
- Create simple settings in narratives e.g. the woods, under the sea, space
- Use the main language features of narrative e.g.
  - story language
  - powerful verbs
  - tense
  - third person
  - power of 3e.g. He wore old shoes, a dark cloak and had a scruffy beard.
- Use recurring language e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide
- Use the main language features of non-fiction e.g.
  - imperative verbs for instructions
  - adverbs such as firstly, next, then
  - third person for reportsUse the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections