Year 2 Writing Skills

Transcription: Spelling
Segments spoken words into phonemes and represent these by graphemes, spelling **most** of these words correctly and making phonically-plausible attempts at others
Spells **many** common exception words correctly**(EXS). Spells **most** common exception words correctly**(GDS)
Adds suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly (Sp 2:27-30) (GDS)

Transcription: Handwriting
I can form lower-case letters to the correct size relative to one another, starting and finishing in the right place.
Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (EXS).
Uses spacing between words that reflects the size of the letters (EXS).
Uses the diagonal and horizontal strokes needed to join some letters (GDS).

Writing: Composition and Effect
Writes simple, coherent narratives about personal experiences and those of others (real or fictional) (EXS).
Writes about real events, recording these simply and clearly (EXS).
Makes simple additions, revisions and proof-reading corrections to their own writing (GDS).
Writes effectively and coherently for different purposes (e.g. use of dialogue/characters/settings/plot in a story; use of first person for a letter; use of second person for instructions), drawing on their reading to inform the vocabulary and grammar choices (GDS).

Writing: Text Structure and Organisation
Is beginning to use paragraphs/sections to organise ideas e.g. use the main idea and use sentences to develop it.
Is beginning to write clear openings (introduction) and endings (conclusion).
In non-narrative writing, is beginning to use some simple organisational devices such as headings and sub-headings.
Is beginning to use simple nouns, pronouns and adverbs to link **paragraphs/sections** and avoid repetition
Is beginning to use simple nouns, pronouns and adverbs to link **sentences**, and avoid repetition.

Writing: Sentence Structure and Punctuation
Use sentences with different forms: statement, question, exclamation, command
Most sentences make sense: subject / verb agree, plurals correct
Uses expanded noun phrases to describe and specify e.g. The blue butterfly. The man in the moon (no longer on interim framework).
Uses **co-ordinating conjunctions** *(but, or, and)* to join clauses (EXS).
Sometimes uses **subordinating conjunctions** *(when, if, that, because)* to join clauses (EXS)
Uses present and past tense correctly and consistently (EXS).
Punctuates **most** of my sentences correctly with full stops and capital letters (EXS).
Uses question marks correctly when required (EXS).
Uses commas for lists correctly **most** of the time (GDS)
Uses exclamation marks correctly **most** of the time (GDS)
Uses apostrophes for contractions and possession (singular) correctly **most** of the time (GDS)