



## Year 2 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Grammar and Punctuation</b>	<p><b>Review, revise and embed Y1.</b></p> <p>A sentence is a set of words that mean something.</p> <p>A sentence says something about someone or a thing.</p> <p>A sentence makes sense.</p> <p>Combine words to make a sentence.</p> <p>Write simple sentences with a full stop.</p> <p>What is a noun? Plural nouns -s and -es</p> <p>Add -s when writing about third person (eg) I run/she runs.</p> <p>What is a verb?</p> <p>A simple sentence has a noun and a verb.</p> <p>Write simple sentences in third and first person.</p>	<p>Simple present tense.</p> <p>Simple past tense.</p> <p>Nouns, noun phrases and expanded noun phrases (determiner, adjective and noun)</p> <p>What is an adjective? Use commas to separate items in a list.</p> <p>What is an adverb?</p> <p>What is a statement?</p>	<p>Revise compound sentences using 'and' to join the clauses.</p> <p>Co-ordinating conjunctions in compound sentences; <i>and, but, or.</i></p> <p>Use the present and past tenses correctly and consistently.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>What is a question? Who, what, where, when, why, how. Question marks.</p> <p>What is an exclamation? Sentence starters – how and what.</p> <p>What is a command?</p> <p>Introduce subordinating conjunctions; <i>when, if, that, because.</i></p> <p>Subordinating conjunction in the middle of a sentence; complex sentence.</p> <p>Write sentences with the conjunction in the middle.</p> <p>Write sentences beginning with the subordinating conjunction and subordinate clause.</p>	<p>What is an apostrophe? How do we use them? What is the contracted form? What is the full form? Punctuate accurately within a sentence.</p> <p>Apostrophes for singular possession.</p> <p><b>Revisit and review Gap analysis</b></p>	<p><b>Revisit and review Gap analysis</b></p>

	<p>Write from memory simple sentences dictated by the teacher (<i>ongoing</i>).</p> <p><b>Revisit and review Gap analysis</b></p>			<p>Introduce the list of 3 for description: listing 3 adjectives, 3 items etc.</p> <p><b>Revisit and review Gap analysis</b></p>		
<b>Spelling Linked to RWI</b>	<ul style="list-style-type: none"> <li>• <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly:</i></li> </ul> <p>Expected Stage by End of Half Term: <b>Blue</b></p> <p>Work in line with RWI <b>Blue</b> Level spelling expectations, where appropriate.</p>	<ul style="list-style-type: none"> <li>• <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly:</i></li> </ul> <p>Expected Stage by End of Half Term: <b>Grey</b></p> <p>Work in line with RWI <b>Grey</b> Level spelling expectations, where appropriate.</p>	<ul style="list-style-type: none"> <li>• <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly:</i></li> </ul> <p>Expected Stage by End of Half Term: <b>Grey</b></p> <p>Work in line with RWI <b>Grey</b> Level spelling expectations, where appropriate.</p>	<ul style="list-style-type: none"> <li>• <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly:</i></li> </ul> <p>Expected Stage by End of Half Term: <b>Comp</b></p> <p>Work in line with <b>National Curriculum</b> spelling expectations.</p>	<ul style="list-style-type: none"> <li>• <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly:</i></li> </ul> <p>Expected Stage by End of Half Term: <b>Comp</b></p> <p>Work in line with <b>National Curriculum</b> spelling expectations.</p>	<ul style="list-style-type: none"> <li>• <i>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly:</i></li> </ul> <p>Expected Stage by End of Half Term: <b>Comp</b></p> <p>Work in line with <b>National Curriculum</b> spelling expectations.</p>
<b>Spellings (National Curriculum)</b>	<ul style="list-style-type: none"> <li>• Homophones and near Homophones: <b>eye/I, to/too/two, be/bee</b></li> <li>• /i/ spelt 'i' in common exception words. E.g. find, kind, mind, behind, child, wild, climb.</li> <li>• /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'. E.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near Homophones: <b>by/buy, see/sea, one/won flour/flower</b></li> <li>• /n/ sound spelt 'kn' and 'gn' at the beginning of words. E.g. knock, know, knee, gnat, gnaw</li> <li>• The /ɔ:/ sound spelt a before l and ll. E.g. all, ball, call, walk, talk, always</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near Homophones: <b>hear/here/ear, blue/blew, hour/our, night/knight, sun/son</b></li> <li>• The /l/ or /əl/ sound spelt -le at the end of words. E.g. table, apple, bottle, little, middle.</li> <li>• The /l/ or /əl/ sound spelt -al at the end of</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near Homophones: <b>where/wear, we're/were, there/their/they're</b></li> <li>• The /ʌ/ sound spelt o. E.g. other, mother, brother, nothing, Monday</li> <li>• The /aɪ/ sound spelt -y at the end of words. E.g. cry, fly, dry, try, reply, July</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near Homophones: <b>Consolidation</b></li> <li>• The /p/ sound spelt a after w and qu. E.g. want, watch, wander, quantity, squash</li> <li>• The /ɜ:/ sound spelt or after w. E.g. word, work, worm, world, worth</li> </ul>	<ul style="list-style-type: none"> <li>• Homophones and near Homophones: <b>Consolidation</b></li> <li>Revision of all the content from the Year 2 programme</li> <li>Securing spelling strategies</li> <li>After writing – developing proofreading and checking skills</li> </ul>

	<p>badge, edge, age, huge, gem, giant, magic, adjust</p> <ul style="list-style-type: none"> <li>• /s/sound spelt 'c' before 'e', 'i' and 'y'. E.g. race, ice, cell, city, fancy wrap</li> </ul> <p>• <b>Suffixes:</b></p> <ul style="list-style-type: none"> <li>• Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. E.g. patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</li> <li>• Adding the suffix -ly</li> </ul>	<ul style="list-style-type: none"> <li>• The /r/ sound spelt wr at the beginning of words. E.g. write, written, wrote, wrong, wrap</li> </ul> <p>• <b>Suffixes:</b></p> <ul style="list-style-type: none"> <li>• Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. E.g. copied, copier, happier, happiest, cried, replied ...<b>but</b> copying, crying, replying</li> <li>• Adding the suffixes -ful, and -less</li> </ul>	<p>words. E.g. metal, pedal, capital, hospital, animal</p> <ul style="list-style-type: none"> <li>• Words ending -il. E.g. pencil, fossil, nostril</li> <li>• Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</li> </ul> <p>• <b>Suffixes:</b></p> <ul style="list-style-type: none"> <li>• Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. E.g. hiking, hiked, hiker, nicer, nicest, shiny</li> <li>• Adding the suffix -ment</li> </ul>	<ul style="list-style-type: none"> <li>• The /i:/ sound spelt -ey. E.g. key, donkey, monkey, chimney, valley</li> <li>• The possessive apostrophe (singular nouns)</li> </ul> <p>• <b>Suffixes:</b></p> <ul style="list-style-type: none"> <li>• Adding -es to nouns and verbs ending in -y. E.g. flies, tries, replies, copies, babies, carries</li> <li>• Adding the suffix -ness</li> </ul>	<ul style="list-style-type: none"> <li>• The /ɔ:/ sound spelt ar after w. E.g. war, warm, towards.</li> <li>• The /ʒ/ sound spelt s. E.g. television, treasure, usual</li> </ul> <p>Words ending '-tion'</p> <p>• <b>Suffixes: Consolidation</b></p>	<p>including using a dictionary</p>
<p><b>Red Words / Common Exception Words</b></p>	<p>find, kind, mind, behind, child, wild, climb, whole, after, again, any, because.</p>	<p>bath, beautiful, break, busy, children, Christmas, class, clothes, cold, even, every, everybody.</p>	<p>could, should, would, most, both, only, move, prove, improve.</p>	<p>eye, fast, father, gold, grass, great, half, hold, hour, last, many, money, Mr, Mrs, old.</p>	<p>door, floor, poor, parents, pass, past, path, people, plant, pretty, steak, sugar, sure, told, water, who, while.</p>	<p><b>Consolidation</b></p>
<p><b>Handwriting</b></p>	<p>Consolidate accurate formation of letters from Y1.</p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one</li> <li>• write capital letters and digits of the correct</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Pupils should confidently:</p> <ul style="list-style-type: none"> <li>• <i>form lower-case letters of the correct size relative to one another;</i></li> <li>• <i>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when</i></li> </ul>

	<p>size, orientation and relationship to one another and to lower case letters</p> <ul style="list-style-type: none"><li>• use spacing between words that reflects the size of the letters.</li></ul>	<p>another and to lower case letters</p> <ul style="list-style-type: none"><li>• use spacing between words that reflects the size of the letters.</li></ul>	<p>another and to lower case letters</p> <ul style="list-style-type: none"><li>• use spacing between words that reflects the size of the letters.</li></ul>			<p><i>adjacent to one another, are best left unjoined;</i></p> <ul style="list-style-type: none"><li>• <i>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;</i></li><li>• <i>use spacing between words that reflects the size of the letters.</i></li></ul>
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