



YEAR TWO			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes. After discussion with the teacher, they can:</i>
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> Form letters, upper and lower case, mostly of the correct size in relation to others. Use knowledge of phonics and their prefix and suffix knowledge to write words that match their spoken sounds. Spell most common exception words taught so far correctly. 	<ul style="list-style-type: none"> Form letters of the correct size, orientation and relationship to one another. Leave consistent and accurate spacing between words. Use knowledge of phonics to spell many words correctly, including using alternative spellings for the same sound. Spell common exception words taught so far correctly. Begin to use apostrophes to contract. 	<ul style="list-style-type: none"> Begin to use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined. Use phonics to spell longer unknown words. Spell many common exception words. Use apostrophes to contract some words: <i>didn't, I'm, couldn't, can't</i> and to indicate possession 'The girl's hair.' Know the difference between homophones and near homophones (here/hear, there/their/they're, one/won)
Composition	<ul style="list-style-type: none"> Create a simple plan for writing. Developing stamina for writing by; <ul style="list-style-type: none"> - retelling a story including effective characterisation following a 4-part model (opening, build up, problem/dilemma, resolution). - writing sentences that are sequenced to form a short narrative. - writing about real events, recording simply and clearly. 	<ul style="list-style-type: none"> Consider what to write and produce a simple, structured plan to guide narrative. Write a simple, coherent narratives following a 4-part model, extending the impact of ending. Expand and add detail, using new vocabulary including expanded noun phrases. Use a range of sentence types (e.g. statements, questions, explanations and commands) 	<ul style="list-style-type: none"> Follow a plan to write for a range of purposes, correctly identifying when to use different sentence types. Write a narrative (real and fictional). Vary opening to sentences, using 'ly' starters (e.g. Usually, Eventually, Finally, Carefully) Make simple improvements to their own writing; after evaluating it with others; re-reading to check it makes sense; proofread for spelling, grammar and punctuation.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Demarcate sentences with a capital letter and full stops. Understand proper nouns and use capital letters appropriately (people, places, days, months) Begin to use statements, questions, exclamations and commands. Begin to use expanded noun phrases (e.g. One cold night/ A deep, dark cave) Begin using co-ordinating conjunctions (e.g. and/but/or) 	<ul style="list-style-type: none"> Demarcate sentences correctly, including use of exclamation/question marks and commas for lists. Understand and use nouns, verbs and adjectives. Use wider range of conjunctions (e.g. when/if/as/because/before/as well as/or/and/but/so) 	<ul style="list-style-type: none"> Use a range of punctuation accurately including full stops, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Begin to write in the past/present tense correctly and consistently, including the progressive form. Use conjunctions (e.g. and/but/or/so) and a wider range of subordination (e.g. who, which) adding suffixes (e.g. -ment, -ness, -ful, -less, -ly) to form nouns, adjectives and adverbs.
	On track for Greater Depth (GDS):	On track for Greater Depth (GDS):	Greater Depth (GDS):
Transform for GDS	<ul style="list-style-type: none"> Have a positive attitude and flair for writing. Structure own writing deciding on what goes in each part. Use expanded noun phrases to describe and specify. Expand information using subordination and co-ordination Apply more sophisticated and considered word choices, including superlative and comparative adjectives 	<ul style="list-style-type: none"> Write coherently to recount, instruct and entertain. Know the features to change for different forms of writing. Embellish simple sentences using adjectives e.g. The boys peeped inside the dark cave... and adverbs e.g. Tom ran quickly down the hill... Experiment with cursive writing. 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar in their writing, using a range of punctuation. Show awareness of audience and form. Use speech marks accurately some of the time. Make simple additions, revisions and proofreading corrections to their own writing, Use strokes needed to join some letters.