

## Writing National Curriculum Ladder - Year 2

Pre-requisite expectations: On entry to Year Two it is expected that children can apply spelling rules, including the GPCs they have been taught and the prefixes and suffixes from the Year One Curriculum, to spell most words correctly and make phonically plausible attempts at others. Most Year One Common Exception words are spelt correctly. They are able to sit at a table and show correct pencil grip, enabling them to form lower case letters correctly and on the line. Most capitals and all digits are correctly formed and clearly recognisable. They are able to orally rehearse sentences before they write, showing they can plan their ideas for writing. Simple and compound sentences are demarcated consistently with capital letters and full stops. Question marks and exclamation marks are occasionally used. They are able to independently join clauses with the conjunction, 'and'. Vocabulary is relevant and they can draw on newly taught adjectives and verbs in their writing. They are able to read their own work back, spotting errors and suggesting how to correct them.			
	Working Towards	Expected Standard	Greater Depth
Transcription - Spelling	<p><b>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.</b></p> <p><b>Spell some common exception words</b></p> <p>With support, can apply suffixes to words ending in a consonant (<i>sadness, playful</i>)</p> <p>Can spell some common homophones (to, two, hear, here)</p> <p>Can remember and write a dictated sentence, applying some phonic knowledge and some taught punctuation</p> <p>When prompted, can use some apostrophes for contractions and to mark singular possession.</p>	<p><b>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</b></p> <p><b>Spell many common exception words</b></p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly and apply this correctly in many words.</p> <p>Can spell most common homophones in the Y2 Spelling Appendix</p> <p>Can usually remember and write a dictated sentence that includes familiar GPCs, CEWs and punctuation taught in Phase 6.</p> <p>Is able to use the possessive apostrophe for singular possession and in contractions.</p>	<p><b>Spell most common exception words</b></p> <p><b>Add suffixes to spell most words correctly in their writing (-ment, -ness, -ful, -less, -ly)</b></p> <p>Spell all the common homophones from the Y2 Spelling Appendix.</p> <p>Can consistently and confidently remember and write dictated sentences accurately.</p> <p>Is able to use apostrophes for contractions and to mark singular possession. Is beginning to be able to use apostrophes for plural possession.</p>
Handwriting	<p><b>Form lower case letters in the correct direction, starting and finishing in the right place.</b></p> <p><b>Form lower case letters of the correct size relative to one another in some of their writing.</b></p> <p><b>Use spacing between words.</b></p>	<p><b>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</b></p> <p><b>Use spacing between words that reflects the size of the letters.</b></p>	<p><b>Use the diagonal strokes needed to join some letters.</b></p>
Composition: Planning	<p>Can say and/or record in writing or pictorially their ideas for writing, though these may be brief or need support to organise.</p> <p>With some prompting, can record some ideas to use in their writing later.</p>	<p>Can say and/or record in writing or pictorially their ideas for writing.</p> <p>Independently (after reminders) can record new vocabulary and ideas to include in their own writing. (eg - on whiteboards, <i>maggie-ing powerful words from others, ideas heard in main teaching etc</i>)</p>	<p>Can say and/or record in writing or pictorially their ideas for writing, developing some specific details to include.</p> <p>Independently selects ideas and vocabulary to record and use in their own writing.</p>
Writing for purpose	<p><b>Write sentences that are sequenced to form a short narrative</b></p> <p>With support (adult guidance, frames, scaffolds) can write a simple narrative about personal experiences with some of the correct features used and sustained. Poetry shows some features of the chosen form.</p>	<p><b>Write simple, coherent narratives about personal experiences and those of others (real or fictional) - sustaining the features of the given form.</b></p> <p><b>Write about real events, recording these simply and clearly</b></p> <p>Write poetry, organising their writing to reflect the chosen form and using some basic layout conventions.</p>	<p><b>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</b></p> <p>Can sustain the features of the given form throughout their writing, clearly and confidently writing for purpose.</p> <p>In poetry, use language and structure of chosen form confidently and consistently.</p>
Evaluate and edit	<p>Can work with an adult to make some suggestions for improvement to their work.</p> <p>With support, can spot some of their own or others' errors. May not always notice errors in the most recently taught content.</p> <p>With support, can re-read their writing to check it makes sense, making some suggestions about how to correct errors.</p>	<p>Can use success criteria/other expectations for writing to make some suggestions for improvement to their work.</p> <p>Can usually spot their own and others' errors in spelling and punctuation and know how to correct them including errors in the most recently taught grammar and spelling rules.</p> <p>Can check their work makes sense and spot and correct errors in verb forms.</p>	<p><b>Make simple additions, revisions and proof-reading corrections to their own writing</b></p> <p>Consistently and confidently spots own and others' errors, quickly correcting them. Can occasionally draw on own knowledge from reading to spot errors in spelling, grammar and punctuation not yet taught.</p> <p>Confidently re-reads own writing, knowing how to correct errors to ensure it makes sense and all verb forms are correct.</p>
Vocabulary	<p>Can sometimes use expanded noun phrases to describe, often with resources to support.</p> <p>Vocabulary is generally simple. Some words may be well chosen, especially after modelling or with the provision or word banks.</p>	<p>Can use expanded noun phrases to describe and specify</p> <p>Can use some taught adverbs (-ly)</p> <p>Vocabulary is appropriate and many words are well-chosen with the audience or purpose in mind.</p>	<p>Can use expanded noun phrases that include well-chosen and effective vocabulary including adverbs (-ly)</p> <p>Vocabulary is effective and most words are well chosen, demonstrating awareness of purpose and audience.</p>
Grammar	<p>Has some inconsistency in their choice of present and past tense.</p> <p>Can use subordination with support, including adult prompting and word bank/teacher models etc as resources.</p> <p>Can sometimes structure different sentence types with some correct punctuation.</p>	<p><b>Use present and past tense mostly correctly and consistently</b></p> <p>Makes the correct choice of present and past tense including use of the progressive form of verbs in the present and past tense.</p> <p><b>Use coordination (eg: or/and/but) and some subordination (when/if/that/because) to join clauses.</b></p> <p>Can correctly structure and punctuate statements, commands, questions and exclamations. Most are punctuated correctly.</p>	<p>Confidently and consistently makes the correct choice within longer sentence structures and sustained across longer texts.</p> <p>Uses subordination and coordination consistently and without prompting. Conjunctions may be chosen from own reading, beyond what has been taught.</p> <p>Consistently structures and punctuates all sentence types correctly.</p>
Punctuation	<p><b>Demarcate some sentences with capital letters and full stops</b></p> <p>With support, can use commas for lists.</p>	<p><b>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</b></p> <p>Can use commas for lists.</p>	<p><b>Use the punctuation taught at Key Stage 1 mostly correctly</b></p> <p>Beginning to experiment with commas for subordinate clauses and with punctuation for direct speech.</p>
<p><b>A Year Two writer can:</b></p> <p>Write short narrative and non-narrative texts, using the taught features of the given text type. They are able to record simple plans (written or pictorially) and follow these, alongside new vocabulary and ideas that they hear and want to use in their writing. They punctuate almost all of their sentences correctly with capital letters, full stops and question marks when needed. They are able to use both coordinating and subordinating conjunctions that have been taught and choose a range of these in their writing. They use their phonic knowledge appropriately when attempting to spell unknown words and are able to spell most common exception words independently. Their handwriting is correctly formed and sized, sits on the lines and shows appropriate spacing between words. They may be beginning to join some letters.</p> <p>They are able to spot errors in spelling, punctuation and grammar that has been taught and can correct these independently in their own writing.</p> <p>Children are able to sustain their quality of grammar, punctuation and spelling over one or two paragraphs.</p>			

