

Year 2 writing

Key performance indicator Performance standard

Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Develops positive attitudes towards, and stamina for, writing, by writing for different purposes

Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence

Makes simple additions, revisions and corrections to writing by:

- 1. proof-reading to check for errors in spelling, grammar and punctuation;
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and
- 3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.

Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs

Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)

Uses the correct choice and consistent use of present tense and past tense throughout a written piece

Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences

Use commas to separate items in a list

With reference to the KPIs

By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly

A child can:

- use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;
- spell words in a phonically plausible way, even if sometimes incorrectly;
- apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words:
- explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;
- think aloud as they collect ideas, draft and re-read to check their meaning is clear:
- play roles and improvise scenes in various settings; and
- use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.