

Year 2	Vocabulary, Grammar and Punctuation	Transcription (Spelling and Handwriting)	Composition (Organisation and Purpose)
Beginning	<p>Use some words chosen for effect and appropriate to the subject matter</p> <p>Use some technical words to convey information (e.g. parts of the body, cooking equipment)</p> <p>Some variation in sentence openings, e.g. use simple time connectives to support chronology in writing (then, after, first)</p> <p>Use simple conjunctions (e.g. and, but, so to connect clauses)</p> <p>Use extended simple sentences (e.g. including adverbs and adjectives) to add interest</p> <p>Begin to use capital letters, full stops, question mark and exclamation marks</p> <p>Use capital letters for some proper nouns (e.g. countries)</p>	<p>Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/ a-e –)</p> <p>Add suffixes to simple regular verbs (e.g. add s, ed, ing)</p> <p>Show awareness of silent letters in spelling (e.g. knight, write)</p> <p>Use -le ending as the most common spelling for this sound at the end of words</p> <p>Letters are more consistent in size and shape across the text</p>	<p>Some awareness of purpose with ideas and content generally relevant to the task (e.g. informative points in a report; memories in a recount; sequence of events in a story)</p> <p>Simple beginnings and endings signalled</p> <p>Ideas show some development within sections of writing</p> <p>Structure and form of narrative clear (e.g. beginning, middle and end; sense of sequence)</p>
Embedded	<p>Attempt some varied vocabulary to create detail, for effect and interest</p> <p>Use noun phrases that are simple in vocabulary and structure (e.g. the dark, spooky house)</p> <p>Co-ordinate sentences using or, and, but</p> <p>Past and present tense generally consistent</p> <p>Use a wider range of sentence openers (e.g. use of adverbs)</p> <p>Express ideas clearly using simple and compound sentences</p> <p>Use a range of sentence types in writing (including questions, statements, commands or exclamations)</p> <p>Use a broader range of present and past tense forms (e.g. progressive form – he is running; she was reading)</p> <p>Some indication of subordination - using when, if, until, usually at the end of a sentence</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy</p> <p>Commas used to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p>	<p>Accurately spell common phonically decodable two and three syllable words</p> <p>Add suffixes to nouns (e.g. add –er, -est; plurals – es, -changing y to ies)</p> <p>Common homophones are spelt accurately (e.g. here/hear; to/ too/ two; see/sea; bee/be)</p> <p>Common exception (“tricky”) words spelt accurately</p> <p>Contractions spelt correctly (e.g. didn’t, isn’t, it’s etc.)</p> <p>Spelling of the days of the week and months of the year are accurate (including use of capital letters)</p> <p>Clear letter formation, with ascenders and descenders distinguished, upper and lower case letters not mixed within words</p>	<p>Viewpoint may be indicated by simple comments or actions (e.g. the teacher was kind...apples are good for you...)</p> <p>Can make simple additions, revisions and corrections to their writing</p> <p>Writing content and organisation relates to the purpose - mostly relevant ideas and content, sometimes repetitive or sparse</p> <p>Able to create narratives with some detail in characterisation, description of setting and development of plot</p> <p>Use of simple organisational devices in non-fiction to organise ideas for the reader (e.g. titles, sub-headings, illustrations and captions)</p> <p>Some attempt to sequence ideas or events (e.g. by use of time related words; numbered points; headings, line breaks; use of pictures)</p> <p>Openings and/or closings sometimes signalled</p>
Mastery	<p>Use some apt word choices to create interest (e.g. write in a lively way that holds the reader’s interest)</p> <p>Use adverbs to modify verbs</p> <p>Use simple noun phrases with a greater range of vocabulary e.g. a lot of money; my younger sister; the best team in the world</p> <p>Use a variety of fronted adverbials to add interest (e.g. In the middle of the park..., A week last Friday...)</p> <p>Use simple time subordination to open sentences (e.g. When I finished dinner, After we had an ice cream)</p> <p>Begin to use a range of past tense forms for purpose (e.g. I walked, I was walking, I had walked)</p>	<p>Correct use and spelling of pronouns Evidence of a wider range of suffixes spelt correctly (e.g. -ly, -ful, -tion, -less, -ment,) Evidence of a range of prefixes spelt correctly in words (e.g. un, dis) Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters) Letters and words</p>	<p>Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting Develop characteristic forms of narrative (e.g. traditional tales) Brief comments, questions about events or actions suggest viewpoint Simple text structure with an attempt to organise related ideas in sections or paragraphs Show some consistency with the use of the first and third person Build up a sequence of relevant events with a simple conclusion or appropriate ending Some awareness of purpose through selection of relevant content and an attempt to interest the reader</p>

	<p>Use inverted commas to indicate direct speech , though some errors may be present in opening and closing of different speakers Begin to use commas after simple fronted adverbials (e.g. Today, I feel tired</p>		
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