



English

Key Learning Indicators of Performance in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▶ <b>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</b> <ul style="list-style-type: none"> <li>○ learning how to use both <b>familiar and new punctuation correctly</b> (see <u>English Appendix 2</u>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>▶ <b>learn how to use:</b> <ul style="list-style-type: none"> <li>○ sentences with different forms: statement, question, exclamation, command</li> <li>○ expanded noun phrases to describe and specify [for example, <i>the blue butterfly</i>]</li> <li>○ the present and past tenses correctly and consistently including the progressive form</li> <li>○ subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)</li> <li>○ the grammar for year 2 in <u>English Appendix 2</u></li> <li>○ some features of written Standard English</li> </ul> </li> <li>▶ use and understand the grammatical terminology in <u>English Appendix 2</u> in discussing their writing.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▶ <b>develop positive attitudes towards and stamina for writing by:</b> <ul style="list-style-type: none"> <li>○ writing narratives about personal experiences and those of others (real and fictional)</li> <li>○ writing about real events</li> <li>○ writing poetry</li> <li>○ writing for different purposes</li> </ul> </li> <li>▶ <b>consider what they are going to write before beginning by:</b> <ul style="list-style-type: none"> <li>○ planning or saying out loud what they are going to write about</li> <li>○ writing down ideas and/or key words, including new vocabulary</li> <li>○ encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>▶ <b>make simple additions, revisions and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>○ evaluating their writing with the teacher and other pupils</li> <li>○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> <li>▶ <b>read aloud what they have written with appropriate intonation to make the meaning clear.</b></li> </ul>	<p><b>Spelling (see <u>English Appendix 1</u>)</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▶ <b>spell by:</b> <ul style="list-style-type: none"> <li>○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>○ 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</li> <li>○ learning to spell common exception words</li> <li>○ learning to spell more words with contracted forms</li> <li>○ learning the possessive apostrophe (singular) [for example, <i>the girl's book</i>]</li> <li>○ distinguishing between homophones and near-homophones</li> </ul> </li> <li>▶ add suffixes to spell longer words, including <i>-ment, -ness, -ful, -less, -ly</i></li> <li>▶ apply spelling rules and guidance, as listed in <u>English Appendix 1</u></li> <li>▶ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>▶ <b>Form lower-case letters of the correct size relative to one another.</b></li> <li>▶ Orientate capital letters correctly.</li> <li>▶ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i></li> <li>▶ <b>Write capital letters and digits of the correct size relative to one another and to lower case letters.</b></li> <li>▶ <b>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.</b></li> <li>▶ <b>Use spacing between words which reflects the size of the letters.</b></li> </ul>
<p><b>Vocabulary, grammar and punctuation APPENDIX 2 (statutory requirement)</b></p>		<p><b>Spelling APPENDIX 1 (statutory requirement)</b></p>	
<p><b>Word</b></p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]                      Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i> (A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in <u>English Appendix 1</u>)                      Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>	<ul style="list-style-type: none"> <li>▶ the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).</li> <li>▶ the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i></li> <li>▶ the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>.</li> <li>▶ the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>.</li> <li>▶ the /l/ or /əɫ/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>.</li> <li>▶ the /l/ or /əɫ/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>.</li> <li>▶ the /l/ or /əɫ/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital</i>.</li> <li>▶ the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>.</li> <li>▶ the /aɪ/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i></li> <li>▶ The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i>.</li> <li>▶ The /ʌ/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i>.</li> <li>▶ The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i>.</li> <li>▶ The /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i>.</li> <li>▶ The /ɜ:/ sound spelt <i>or</i> after <i>w</i>, e.g. <i>word, worm</i>.</li> <li>▶ The /ɔ:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i>.</li> <li>▶ The /ɜ/ sound spelt <i>s</i>, e.g. <i>television, usual</i>.</li> <li>▶ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>.</li> <li>▶ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>.</li> <li>▶ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</li> <li>▶ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</li> <li>▶ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i></li> <li>▶ The suffixes <i>-ment, -ness, -ful, -less</i> and <i>-ly</i></li> <li>▶ Contractions</li> <li>▶ The possessive apostrophe (singular nouns)</li> <li>▶ Homophones and near-homophones</li> </ul>	
<p><b>Sentence</b></p>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)                      Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]  <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>		
<p><b>Text</b></p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing                      Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>		
<p><b>Punctuation</b></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>                      Commas to separate items in a list  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>		
<p><b>Terminology for pupils</b></p>	<p>noun, noun phrase                      statement, question, exclamation, command                      compound, suffix                      adjective, adverb, verb                      tense (past, present)                      apostrophe, comma</p>		