**Riverdale Primary School Writing Skills Progression: Year 2.**

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| **Year 2 Writing Skills** |
| **Composition** |
| **Plans or says out loud what they are going to write about.** |
| **Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.** |
| **Proof-reads to check for errors in spelling, grammar and punctuation.** |
| Encapsulates what they want to say, sentence by sentence. |
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| Writes down ideas and/or key words, including new vocabulary. |
| Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. |
| Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form |
| Reads aloud what they have written with appropriate intonation to make the meaning clear |
| **Vocab spelling and punctuation** |
| **Correct choice and consistent use of present tense and past tense throughout writing.** |
| **Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences** |
| **Some use of the suffixes –er, –est in adjectives.** |
| **Uses suffix –ly to turn adjectives into adverbs.** |
| **Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).** |
| **Uses commas to separate items in a list.** |
| Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) |
| Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman). |
| Shows understanding of formation of adjectives using suffixes such as –ful, –less. |
| Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). |
| Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command. |
| Uses apostrophes to mark where letters are missing in spelling. |
| Uses apostrophes to mark singular possession in nouns (e.g. the girl’s name). |
| **Transcription/spelling** |
| **Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.** |
| **Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.** |
| Learns to spell common exception words. |
| Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Learns to spell more words with contracted forms. |
| Spells by learning the possessive apostrophe (singular). |
| Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly |
| Applies spelling rules and guidance, as listed in English Appendix 1. |
| **Transcription Handwriting** |
| **Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.** |
| Uses spacing between words that reflects the size of the letters. |
| Forms lower-case letters of the correct size relative to one another |
| Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined |