

# Skills and Knowledge Progression - Writing: Year 2



Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard
<b>Composition: applying vocabulary, grammar and punctuation</b>	<p>A pupil can write narratives about their own and others' experiences, both real and fictional, <i>after discussion with the teacher</i>, including:</p> <ol style="list-style-type: none"> <li>1. <b>most</b> sentences demarcated with capital letters;                             <ul style="list-style-type: none"> <li>• full stops;</li> <li>• <b>some</b> use of question marks</li> <li>• <b>some</b> use of exclamation marks</li> </ul> </li> <li>2. <b>some</b> expanded noun phrases for description (a noun modified by an adjective that begins with a determiner e.g. the black car)</li> <li>3. <b>mostly</b> consistent use of tense, including, verbs in the continuous form (verbs that contain the -ing suffix)</li> <li>4. <b>mostly</b> correct use of past and present tense</li> <li>5. statements</li> <li>6. commands</li> <li>7. questions</li> <li>8. coordinating conjunctions (for, and, nor, but, or, yet and so)</li> <li>9. subordinating conjunctions (after, when, however, if, though, even if, because, until, since)</li> </ol>	<p>Pupils can write for a range of different purposes, <i>after discussion with the teacher</i>, including:</p> <ol style="list-style-type: none"> <li>1. commas to separate items in a list</li> <li>2. apostrophes to mark contracted words (where a letter is missing) and the singular possession in nouns</li> <li>3. 'and' to join words and clauses</li> <li>4. the full range of punctuation taught at Key Stage 1 <b>mostly</b> correctly</li> </ol>
<b>Composition: structuring and organising</b>	<ol style="list-style-type: none"> <li>1. <b>some</b> sequencing of ideas or material, e.g. time related words or phrases, line breaks, headings and numbers</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>mostly</b> correctly sequenced ideas and materials in <b>most</b> pieces of writing</li> </ol>
<b>Composition: planning, drafting, evaluating, editing and proof reading</b>	<p>A pupil can produce narratives about their own and others' experiences, both real and fictional, maintaining form when:</p> <ol style="list-style-type: none"> <li>1. planning, drafting, proof-reading and editing</li> <li>2. The grammatical terminology for Year 2 is used when discussing and evaluating writing, e.g: noun phrase, statement, question, exclamation, command, compound, adjective, verb, tense (past and present), apostrophe, comma</li> <li>3. Re-reading writing to check for meaning and cohesion</li> <li>4. Proof-reading to check for grammar, punctuation and spelling errors</li> </ol>	

<b>Transcription: spelling</b>	A pupil can demonstrate <b>some</b> appropriate use of the Year 2 spelling appendix, including:				Pupils can spell: 1. <b>most</b> words are spelt phonetically 2. <b>most</b> contracted words are spelt correctly 3. <b>mostly</b> correct spelling of longer words formed by the addition of suffixes (-ment, -ness, ful and -ly)
	1. <b>some</b> words spelt phonetically				
	2. <b>most</b> common exception words spelt correctly				
	3. <b>some</b> contracted words spelt correctly				
<b>Transcription: handwriting</b>	4. <b>some</b> correct spelling of longer words formed by the addition of suffixes (-ment, -ness, ful and -ly)				
	Correct use of:				
	1. a comfortable and correct pencil grip				
	2. diagonal and horizontal strikes to join writing				
	3. upper and lower case sizes and their relationship with one another				
	4. spaces between words				

### Some and most/mostly statements:

Some refers to the beginning of skill development and deployment, there will tend to be as many mistakes and correct uses

Most refers to a refined skills in application where there will be few errors in context

### Handwriting:

Where there is a physical barrier to writing or writing with a comfortable grip, statements relating to handwriting may be disregarded as a 'particular weakness' in that child