



**Malden Parochial Church of England Primary School**  
**Reflecting the Kingdom of God by Enriching and Transforming Lives**

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>	A pupil can write narratives about their own and others' experiences, both real and fictional, <i>after discussion with the teacher</i> , including:	Pupils can write for a range of different purposes, <i>after discussion with the teacher</i> , including:
	1. <b>most</b> sentences demarcated with capital letters;	1. Commas to separate items in a list
	<ul style="list-style-type: none"> <li>• full stops;</li> </ul>	2. Apostrophes to mark contracted words (where a letter is missing) and the singular possession in nouns
	<ul style="list-style-type: none"> <li>• <b>some</b> use of question marks</li> </ul>	3. 'and' to join words and clauses
	<ul style="list-style-type: none"> <li>• <b>some</b> use of exclamation marks</li> </ul>	4. The full range of punctuation taught at Key Stage 1 <b>mostly</b> correct
	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)	
	3. <b>mostly</b> consistent use of tense, including, verbs in the continuous form (verbs that contain the -ing suffix)	
	4. <b>mostly</b> correct use of past and present tense	
	5. statements	
	6. commands	
7. questions		
8. coordinating conjunctions (for, and, nor, but, or, yet and so)		
9. subordinating conjunctions (after, when, however, if, though, even if, because, until, since)		



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<b>Composition: structuring and organising</b>	1. <b>some</b> sequencing of ideas or material, e.g. time related words or phrases, line breaks, headings and numbers				1. <b>mostly</b> correctly sequenced ideas and materials in <b>most</b> pieces of writing
<b>Composition: planning, drafting, evaluating, editing and proof reading</b>	A pupil can produce narratives about their own and others' experiences, both real and fictional, maintaining form when:				
	1. planning, drafting, proof-reading and editing				
	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				
	3. Re-reading writing to check for meaning and cohesion				
4. Proof-reading to check for grammar, punctuation and spelling errors					



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**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

<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				
	4. <b>some</b> correct spelling of longer words formed by the addition of suffixes (-ment, -ness, ful and -ly)				
<b>Transcription: handwriting</b>	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				

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