

Year 2 Writing	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.
		Writing is legible.		Co-ordinate some sentences using and, or, but.
	Spell accurately most words containing previously taught phonemes.	Letters and digits are mostly formed and orientated accurately, with some consistency in size.	Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.	Use capital letters for some proper nouns and the personal pronoun 'I'.
	Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.	Uses spaces between words; attempts appropriate size to suit letters.	Write about real events, sometimes maintaining form.	Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.
	Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.	Some letters are joined correctly, according to the school's handwriting approach.	Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.	Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.
	Spell some common homophones e.g. to, two; hear, here; blue, blew.		Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.	Begin to identify some of the following word classes: noun, adjective, verb and adverb.
	Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.			Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.
Expected	Write from memory, simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
		Writing is legible.		Co-ordinate sentences using and, or, but.
	Spell common decodable two and three syllable words which include familiar graphemes.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Sometimes use subordination e.g. when, if, because.
	Accurately spell words with suffixes—ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.		Write about real events, maintaining form and purpose.	Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.
	Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.		Compose orally and write poetry in a variety of forms.	Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.	Some letters are joined correctly, according to the school's handwriting approach.	Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Identify word classes: noun, adjective, verb and adverb.
	Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.			Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming.
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.	Use appropriate features of Standard English.
	Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.	Writing is legible.		Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.
	Attempt to spell more ambitious vocabulary.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).
	Spell all common exception words in the YR 2 spelling appendix accurately.			Punctuate sentences mostly correctly, including capital letters, full stops, question marks and exclamation marks; commas in lists.
	Spell all common homophones in the YR 2 spelling appendix.	Spacing is appropriate to the size of letters.	Write about real events, independently maintaining form and purpose.	Consistently use varied vocabulary to create detail and interest.
	Spell most contractions accurately e.g. it's, can't, didn't; or to mark singular possession.	Appropriate letters are joined consistently, according to the school's handwriting approach.	Identify four word classes and select appropriate usage of word.	Choose the past or present tense appropriately, including the progressive form.
			Re-read writing and make revisions and additions, often without prompting.	Consistently use appropriate features of Standard English.