

Year 2 writing

Key performance indicator	Performance standard
<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes</p> <p>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Makes simple additions, revisions and corrections to writing by:</p> <ol style="list-style-type: none"> 1. proof-reading to check for errors in spelling, grammar and punctuation; 2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and 3. 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. <p>Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</p> <p>Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p>	<p>With reference to the KPIs</p> <p>By the end of Y2 a child’s motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly</p> <p>A child can:</p> <ul style="list-style-type: none"> • use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words; • spell words in a phonically plausible way, even if sometimes incorrectly; • apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words; • explain how different types of writing, including narratives, are structured and apply this to their own and others’ writing; • think aloud as they collect ideas, draft and re-read to check their meaning is clear; • play roles and improvise scenes in various settings; and • use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.