



Age Related Expectations

Year 2 – Writing

Key performance indicator (KPIs)	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. Makes simple additions, revisions and corrections to writing by:</p> <ul style="list-style-type: none">□ proof-reading to check for errors in spelling, grammar and punctuation;□ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and□ 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. 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><i>With reference to the KPIs</i></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;□ 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 e.g. subordination and coordination.