

Y2	Punctuation	Vocabulary & Grammar	Writing Composition	Handwriting
Year 2 Knowledge	- Know that questions must be punctuated with a question mark and exclamations must be punctuated with an exclamation mark - Understand that exclamation marks may also be used to indicate shock, surprise or excitement - Know what a list is and identify each of the items in a list - Know some contracted forms of words and understand that apostrophes mark the missing letters - Understand “possession” and that “apostrophe -s” is used to indicate this	- Know that new words can be created by joining two words together (compounding) - Be secure in knowledge of different word classes - nouns, verbs, adjectives & adverbs - Know that adding suffixes can change the word class: including -ness, -er, -ful, -less, -ly - Understand that suffixes -er and -est can be added to adjectives to create comparison between nouns - Know a range of conjunctions, including when, if, that, because (subordinating), and or, and, but (co-ordinating) - Know that expanded noun phrases are used for description - Know whether a sentence is a question, command, statement or exclamation, and understand the grammatical patterns of each - Know simple present tense and past tense - Know progressive form of verbs in the present and past tense and that these are used to show actions in progress	PLANNING - Know some different forms of planning, e.g. story map, storyboard (created themselves or by/with an adult) - Understand how to use a plan to inform their writing from seeing this modelled WRITING (including Audience & Purpose) - Know what makes stories, non-fiction/information texts and poems different and be able to say how they differ - Know how to use a writing frame/scaffolds provided from seeing this modelled EDITING - Have a secure understanding of Y2 spelling, punctuation and grammar rules - Understand different tenses and that their writing should use one tense consistently - Be able to express opinions about writing and make suggestions for improvements or corrections PERFORMING - Know that changing the tone or volume of their voice has an impact on the audience	- Know that writing looks best if capital letters or lower case letters are of equal size & are relative in size to each other - Understand that we do not need to use fingers to form spaces between words, and that spaces should be relative to the size of the letters - Know that letters can be joined - Understand that capital letters should not be joined. - Know how to form . , ! ? ‘
Key Vocabulary	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing, Use commas to separate items in a list			

Year 2 Skills	• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing • Use commas to separate items in a list • (including lists of adjectives in noun phrases) • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	• Identify & use compound words • Use suffixes such as -ness, -er to form nouns • Use suffixes such as -ful, -less to form adjectives • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs • Use subordination (when, if, that, because) and co-ordination (or, and, but). • Use expanded noun phrases for description • Use statements, questions, exclamations & commands in writing and be able to identify them • Make consistent use of present tense and past tense throughout writing • Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.	PLANNING • Plan writing by writing down or discussing ideas for what they are going to write about before starting, • Write down ideas and/or key words, including new vocabulary before starting • Plan individual sentences by saying (and/or discussing) sentences aloud before writing WRITING (including Audience & Purpose) • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Know different spellings for phonemes • Distinguish between common homophones correctly • Spell common exception words • Spell contractions • Develop positive attitudes towards writing and build writing stamina • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes, using given structures/writing frames or other scaffolds EDITING • Proof-read own work and check for Y2 spelling, punctuation and grammar errors • Re-read to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils PERFORMING • Read aloud what he/she has written with appropriate intonation to make the meaning clear	• Form capital letters & digits that are all the same size • Form lower-case letters of the that are all the same size • Use spacing between words that reflects the size of the letters • Start to use some of the diagonal and horizontal strokes needed to join letters
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