

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<p>S1. <u>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</u></p> <p>S2. <u>To learn new ways of spelling phonemes for which one or more spellings are already known e.g. /r/ spelt wr (see Appendix 1 for full list), and learn some words with each spelling, including a few common homophones.</u></p> <p>S3. <u>To spell words with /l/ at the end of words spelt le, el and al.</u></p> <p>S4. <u>To spell words ending in il.</u></p> <p>S5. <u>To spell words ending in -y e.g. cry, reply.</u></p> <p>S6. <u>To spell words ending in -tion e.g. station</u></p> <p>S7. <u>To spell Year 2 common exception words. (Appendix 1)</u></p> <p>S8. <u>To learn the possessive apostrophe (singular) [for example, the girl's book] -s e.g. the dog's collar</u></p> <p>S9. <u>To learn to spell more words with contracted forms e.g. can't, couldn't.</u></p> <p>S10. <u>To distinguish between homophones and near-homophones</u> There/their/they're Here/hear quiet/quite See/sea bare/bear One/won sun/son To/too/two be/bee Blue/blew night/knight</p>	<p>H1. To sit correctly at a table without prompting, holding a pencil comfortably and correctly</p> <p>H2. To maintain consistency in handwriting size using the appropriate line size.</p> <p>H3. <u>To form lower-case letters of the correct size relative to one another.</u></p> <p>H4. <u>To use spacing between words that reflects the size of the letters.</u></p> <p>H5. <u>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u></p> <p>H6. To use capital letters appropriately e.g. not always writing B as a capital.</p> <p>H7. To ensure capital letters are larger than lower case letters.</p> <p>H8. <u>To start using some of the diagonal and horizontal strokes needed to join letters.</u></p> <p>H9. To join most letters correctly and consistently. (Cursive)</p> <p>H10. To use all four handwriting joins.</p> <p>H11. <u>To understand which letters, when adjacent to one another, are best left un-joined.</u></p>	<p>C1. <u>To plan or say out loud what they are going to write about.</u></p> <p>C2. <u>To write down ideas and/or key words, including new vocabulary.</u></p> <p>C3. <u>To encapsulate what they want to say, sentence by sentence.</u></p> <p>C4. <u>To develop positive attitudes towards writing.</u></p> <p>C5. <u>To write for different purposes, effectively and draw on my reading experiences to inform the vocabulary and grammar in my writing.</u></p> <p>C6. To write narratives about personal experiences and those of others (real and fictional).</p> <p>C7. To write sentences that are sequences to form a short narrative.</p> <p>C8. To use different sentence openers.</p> <p>C9. To develop writing stamina so that I can write at length.</p> <p>C10. To use adventurous adjectives</p> <p>C11. To use verbs that make my writing more interesting to the reader.</p> <p>C12. To include adverbs in my writing e.g the lion roared loudly.</p> <p>C13. To use time connectives such as next, then, after, first.</p> <p>C14. <u>To make simple additions, revisions and corrections to their own writing</u></p> <p>C15. <u>To re-read to check that own writing makes sense and that verbs to indicate time are used</u></p>	<p>V1. <u>To learn the grammar for year 2 in English Appendix 2.</u></p> <p>V2. <u>To use some features of written Standard English.</u></p> <p>V3. <u>To form noun phrases using suffixes such as -ness, -er.</u></p> <p>V4. <u>To form noun phrases by compounding (For example, whiteboard, superman).</u></p> <p>V5. <u>To form adjectives using suffixes such as -ful, -less (see full list of suffixes can be found in the Year 2 spelling section of English appendix 1).</u></p> <p>V6. <u>To use the suffixes -er, and -est in adjectives.</u></p> <p>V7. <u>To use the suffix -ly to turn adjectives into adverbs.</u></p> <p>V8. To use pronouns- he, she, his, her.</p> <p>V9. <u>To use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</u></p> <p>V10. <u>To use expanded noun phrases to describe and specify [for example, the blue butterfly].</u></p> <p>V11. <u>To understand the purpose of and write statement sentences.</u></p> <p>V12. <u>To understand the purpose of and write question sentences.</u></p> <p>V13. <u>To understand the purpose of and write exclamation sentences.</u></p> <p>V14. <u>To understand the purpose of and write command sentences.</u></p>

<p>S11. <u>To apply the spelling rules and guidance in Appendix 1 to add -es, -ed, -ing and est to words ending in y.</u></p> <p>S12. <u>To add -er, -ed, -y and est to words ending in e preceded by a consonant.</u></p> <p>S13. <u>To add -ing, -ed, -er, -est and y to words of one syllable ending in a consonant after a single vowel letter.</u></p> <p>S14. <u>To add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</u></p> <p>S15. <u>To apply spelling rules and guidance, as listed in English Appendix 1</u></p> <p>S16. <u>To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</u></p>		<p><u>correctly and consistently, including verbs in the continuous form.</u></p> <p>C16. <u>To evaluate their writing with the teacher and other pupils</u></p> <p>C17. <u>To proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</u></p> <p>C18. <u>To read aloud what they have written with appropriate intonation to make the meaning clear.</u></p>	<p>V15. To use a subheading.</p> <p>V16. <u>To use the present and past tenses correctly and consistently throughout writing.</u></p> <p>V17. <u>To use the progressive form of verbs in the present and past tense to mark actions in progress (For example, she is drumming, he was shouting).</u></p> <p>V18. <u>To learn how to use both familiar and new punctuation correctly (see English Appendix 2).</u></p> <p>V19. To use the punctuation taught in Yrs 1& 2 mostly correctly.</p> <p>V20. <u>To use full stops and Capital Letters.</u></p> <p>V21. <u>To use an exclamation mark correctly in a sentence.</u></p> <p>V22. <u>To use a question mark correctly in a sentence.</u></p> <p>V23. <u>To use commas to separate items in a list correctly.</u></p> <p>V24. <u>To use apostrophes to mark singular possession in nouns.</u></p> <p>V25. <u>To use apostrophes for contracted forms.</u></p> <p>V26. To use inverted commas for speech.</p> <p>V27. <u>To use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</u></p>
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