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|  | Year 2 Objectives | |  |  |  |  |  |
| Working Towards | Write sentences that are sequenced to form a short narrative (real or fictional) | |  |  |  |  |  |
| Demarcate **some** sentences with capital letters and full stops | |  |  |  |  |  |
| Segment words into phonemes and represent these by graphemes, spelling some correctly and making phonically-plausible attempts at others. | |  |  |  |  |  |
| Spelling **some** common exception words | |  |  |  |  |  |
| Forming lower-case letters in the correct direction, starting and finishing in the right place. | |  |  |  |  |  |
| Forming lower-case letters of the correct size relative to one another in **some** of the writing | |  |  |  |  |  |
| Using spacing between words | |  |  |  |  |  |
| Expected Standard | Write simple, coherent narratives about personal experiences and those of others (real or fictional) | |  |  |  |  |  |
| Write about real events, recording these simply and clearly | |  |  |  |  |  |
| Demarcating **most** sentences with | Capital letters and full stops |  |  |  |  |  |
| and when required **some** use of | Question marks |  |  |  |  |  |
| Using present and past tense **mostly** correctly and consistently | |  |  |  |  |  |
| Using co-ordination (or/and/but) | |  |  |  |  |  |
| **Some** subordination (when/if/that/because) | |  |  |  |  |  |
| Segmenting spoken words into phonemes and representing these by graphemes, spelling **many** correctly | |  |  |  |  |  |
| Spelling **many** common exception words | |  |  |  |  |  |
| Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters | |  |  |  |  |  |
| Using spacing between words that reflects the size of the letters | |  |  |  |  |  |
| Greater Depth | Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing | |  |  |  |  |  |
| Make simple additions, revisions and proof-reading corrections to their own writing | |  |  |  |  |  |
| Using the full range of punctuation taught at key stage 1 **mostly** correctly | Exclamation Marks |  |  |  |  |  |
| Commas to separate items in a list |  |  |  |  |  |
| Apostrophes to mark singular possession |  |  |  |  |  |
| Apostrophes to mark where letters missing in spelling |  |  |  |  |  |
| Spelling **most** common exception words | |  |  |  |  |  |
| Adding suffixes to spell most words correctly in their writing,  e.g. *–ment, -ness, -ful, -less, -ly* | |  |  |  |  |  |
| Using the diagonal and horizontal strokes needed to join letters in **some** of their writing | |  |  |  |  |  |