



Writing End of Year Statements - Year 2

Working Towards the Expected Standard

After discussion with the class teacher the pupil is able to:

- Write sentences that are sequenced to form a short narrative (real or fictional)
- Demarcate some sentences with capital letters and full stops
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- Spell some common exception words from the Year 2 list.
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form lower-case letters of the correct size relative to one another in some of their writing
- Use spacing between words.

Expected Standard

Pupil independently applies:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops
- Use question marks and exclamation marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many common exception words including those from the Year 2 list.
- Consistently accurately form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Descenders and ascenders must be clear and placed accurately.
- Use spacing between words that reflects the size of the letters.

Typically, although not stated on the Year 2 assessment framework, pupils are also able to:

- Use expanded noun phrases for description
- Spell many words that have been taught within the Year 2 programme of study correctly within their writing.
- Show an understanding of how to write in the past progressive and present progressive as well as in the simple past and present.
- Use apostrophes for common contractions e.g.: didn't, wasn't, couldn't

Greater Depth within the Expected Standard

Pupil confidently and independently applies their knowledge and skills and is able to:

- 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
- Use the punctuation taught at key stage 1 mostly correctly (commas in a list and apostrophes for singular possession).
- Spell most common exception words from the Year 2 list.
- Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- Use the diagonal and horizontal strokes needed to join some letters.

Typically, although not stated on the Year 2 assessment framework, pupils are also able to:

- Have a strong sense of the purpose of their writing and adapt it to suit the intended audience e.g. knowing that writing to a king would be different to writing a letter to a friend.
- Write with a confident 'voice' and awareness of the reader and are able to say why they have included certain words or phrases/sentence types etc.
- Have a confident grasp of the Year 2 spelling programme of study, spelling most of these words correctly.

Year 2 Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year 2 Spelling Rules

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy, jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y	race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	write, written, wrote, wrong, wrap

The // or /ə/ sound spelt –le at the end of words	table, apple, bottle, little, middle
The // or /ə/ sound spelt –el at the end of words	camel, tunnel, squirrel, travel, towel, tinsel
The // or /ə/ sound spelt –al at the end of words	metal, pedal, capital, hospital, animal
Words ending –il	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	copied, copier, happier, happiest, cried, replied, copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o	other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	war, warm, towards
The /ɜ/ sound spelt s	television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly, merriment, happiness, plentiful, penniless, happily
Words ending in –tion	station, fiction, motion, national, section
Homophones and near-homophones	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight

Range of Punctuation Expected in Year 2	
Year 1	<ul style="list-style-type: none"> ● Capital letter to start a sentence ● Capital letter for proper nouns ● Capital letters for personal pronoun (I) ● Full stops ● Question marks ● Exclamation mark
Year 2	<ul style="list-style-type: none"> ● Apostrophe for contractions ● Apostrophe for possessions ● Commas for a list ● Coordinating conjunctions (e.g for, and, nor, but, or, yet, so) ● Subordinating conjunctions (e.g when, if, that, because)