

# English

## Key Learning Indicators of Performance in Writing: Year 2



Composition		Transcription	
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting
<p>To know the following terminology  <b>noun, noun phrase</b>  <b>statement, question, exclamation, command</b>  <b>compound, suffix</b>  <b>adjective, adverb, verb,</b>  <b>tense (past, present)</b>  <b>apostrophe, comma</b></p> <p>-Say, write and punctuate simple and <b>compound</b> sentences using the joining words and, but, so and or (co-ordination).                      - Use sentences with different forms:  <b>statement, question, command, exclamation.</b>                      - Secure the use of <b>full stops, capital letters, exclamation marks and question marks.</b>                      - Use <b>commas</b> to separate items in a list.                      -Use <b>apostrophes</b> for contracted forms e.g. don't, can't, wouldn't, you're, I'll.                      - Use <b>apostrophes</b> for <b>singular</b> possession in nouns, e.g. the girl's name.                      -Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.                      -Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.                      -Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.                      - Select, generate and effectively use <b>verbs.</b></p>	<p><b>Planning</b>                      - Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></p> <p><b>Drafting and Writing</b>                      -Orally rehearse each sentence prior to writing.                      -Develop a positive attitude to writing.                      - Develop stamina for writing in order to write at length.                      - Write about real and fictional events.                      - Write simple poems based on models.                      -Make simple notes from non-fiction texts, e.g. highlighting and noting key words.                      - Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i></p> <p><b>Evaluating and Editing</b>                      - Edit and improve own writing in relation to audience and purpose.                      - Evaluate their writing with adults and peers.                      - Proofread to check for errors in spelling, grammar and punctuation.                      -Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop.</i></p> <p><b>Performing</b>                      -Read aloud their writing with intonation</p>	<p>-Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.                      - Learn new ways of spelling phonemes for which one or more spellings are already known.                      -Learn to spell common exception words (see list).                      -Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i>                      - Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i>                      - To spell correctly, distinguish between homophones and near homophones <i>see/sea, be/bee, blue/blew, bear/bare, flour/flower, here/hear, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two, quite/quiet, knight/night, new/knew, not/knot, they're/there/their.</i>                      -Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i>                      - Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i>                      - Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i>                      - Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i>                      -Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully.</i></p> <p><b>Spell words with:</b>                      - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>).                      - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i>                      - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i></p>	<p>-Form lower-case <b>letters</b> of the correct size relative to one another.                      - Orientate <b>capital letters</b> correctly.                      -Use <b>capital letters</b> appropriately e.g. <i>Not always writing A as a capital, not using capitals within words.</i>                      - Write <b>capital letters</b> and digits of the correct size relative to one another and to lower case <b>letters.</b>                      - Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.                      -Use spacing between <b>words</b> which reflects the size of the <b>letters.</b></p>

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<ul style="list-style-type: none"><li>- Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress.</li><li>- Use <b>past tense</b> for narrative, recount, historical reports.</li><li>- Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li><li>- Select, generate and effectively use <b>nouns</b>.</li><li>- Add <b>suffixes</b> ness and er to create nouns e.g. happiness, sadness, teacher, baker.</li><li>- Create <b>compound</b> words using <b>nouns</b>, e.g. <i>whiteboard</i> and <i>football</i>.</li><li>- Select, generate and effectively use <b>adjectives</b>.</li><li>- Identify, generate and effectively use <b>noun phrases</b>, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification).</li><li>- Add <b>suffixes</b> <i>ful</i> or <i>less</i> to create <b>adjectives</b> e.g. <i>playful, careful, careless, hopeless</i>.</li><li>- Use <b>suffixes</b> <i>er</i> and <i>est</i> to create <b>adjectives</b> e.g. <i>faster, fastest, smaller, smallest</i>.</li><li>- Select, generate and effectively use <b>adverbs</b>.</li><li>- Use <b>suffix</b> <i>ly</i> to turn adjectives into <b>adverbs</b> e.g. <i>slowly, gently, carefully</i>.</li></ul>		<ul style="list-style-type: none"><li>- the /ɹ/ sound spelt wr at the beginning e.g. <i>wrote, wrong</i>.</li><li>- the /l/ or /əl/ sound spelt -le at the end of words, e.g. <i>table, apple</i>.</li><li>- the /l/ or /əl/ sound spelt -el at the end of words, e.g. <i>camel, tunnel</i>.</li><li>- the /l/ or /əl/ sound spelt -al at the end of words, e.g. <i>pedal, capital</i>.</li><li>- the ending -il e.g. <i>pencil, fossil, nostril</i>.</li><li>- the /aɪ/ sound spelt -y at the end of words, e.g. <i>try, reply</i>.</li><li>- The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>.</li><li>- The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i>.</li><li>- The /i:/ sound spelt -ey, e.g. <i>key, donkey</i>.</li><li>- The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i>.</li><li>- The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i>.</li><li>- The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i>.</li><li>- The /ʒ/ sound spelt s, e.g. <i>television, usual</i>.</li><li>- Add -es to nouns and verbs ending in -y, e.g. <i>copies, babies</i>.</li><li>- Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it, e.g. <i>copied, copier</i>.</li><li>- Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>.</li><li>- Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>.</li><li>- Spell words ending in -tion, e.g. <i>station, fiction</i></li><li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li></ul>	
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