Developing Knowledge in Writing: Year 2.

Composition
Plans or says out loud what they are going to write about.
Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.
Proofreads to check for errors in spelling, grammar and punctuation.
Encapsulates what they want to say, sentence by sentence.
Writes down ideas and/or key words, including new vocabulary.
Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
Rereads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
Starts to make corrections and up-levels, using the purple polishing pen.
Reads aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary, grammar and punctuation
Correctly chooses and consistently uses present tense or past tense verbs throughout writing.
Accurately uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Uses the suffixes –er and –est in adjectives. (E.g. faster, smallest)
Uses the suffix –ly to turn adjectives into adverbs. (E.g. gladly, softly)
Uses subordination (when, if, that, because) and coordination (or, and, but) within sentences.
Uses commas to separate items in a list.
Uses the progressive form of verbs in the present and past tense to mark actions in progress. (E.g. she is drumming, he was shouting, they are playing).
Shows understanding of formation of nouns, using suffixes such as –ness, –er (e.g. sadness, gardener) and by compounding (e.g. whiteboard, goldfish).
Shows understanding of formation of adjectives using suffixes such as –ful, –less, (e.g. useful, joyless).
Uses expanded noun phrases for description and specification. (E.g. a blue butterfly, plain flour, the wolves with grey fur).
Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.
Uses apostrophes to mark where letters are missing in spelling. (E.g. can't, haven't, they're).
Uses apostrophes to mark singular possession in nouns and proper nouns (e.g. the girl's name, Tom's cat).
Transcription Spelling
Spells by segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly.
Learns new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. (E.g. road, rode)
Learns to spell common exception words. (E.g. any, because, eye).
Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Learns to spell more words with contracted forms. (E.g. can't, I'm, you're).
Spells by learning the possessive apostrophe with singular nouns and proper nouns. (E.g. the boy's leg, Jim's car).
Adds suffixes to spell longer words, including –ment, –ness, –ful, –less and –ly.
Applies spelling rules and guidance, as listed in the National Curriculum, English Appendix 1.
Transcription Handwriting
Writes capital letters and digits of the correct size, orientation and relative proportion to one another and to lower-case letters.
Uses spacing between words that reflects the size of the letters.
Forms lower-case letters of the correct size relative to one another.
Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined.
Forms and starts to join letters as modelled.

Claytons