



## Year 2 Writing Framework



Aspect	Autumn	Spring	Summer	Key Vocabulary
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Through daily practice, I form all lower-case letters with the correct orientation</li> <li>I know the letter families, use lead-outs ready for joining and begin to use lead-ins with able</li> <li>I leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>I form consistently-sized and recognisable lower-case letters in print</li> </ul>	<ul style="list-style-type: none"> <li>I am confident at forming all the capital and lower-case letters in the correct direction, starting and finishing in the right place all lead-outs and most lead-ins</li> </ul>	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Comma Apostrophe Phoneme Grapheme Digraph/Trigraph Suffix
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>My spellings are usually phonetically plausible</li> </ul>	<ul style="list-style-type: none"> <li>I use the suffixes -ment, -ness, -ful, -less, -ly</li> <li>Use prefixes un-</li> <li>I can use an apostrophe to show</li> <li>I am learning to spell a few homophones</li> <li>I am learning to spell common exception words year 2</li> </ul>	<ul style="list-style-type: none"> <li>I name the letters of the alphabet in order.</li> <li>I use letter names to show alternative spellings of the same phonemes.</li> <li>I spell words that use suffixes for plurals or third person. (adding s/es – box).</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>I say, draw or write down my ideas for writing</li> <li>I write down some key words and new vocabulary capturing my ideas sentence by sentence.</li> <li>I write about real events in a simple and clear way.</li> </ul>	<ul style="list-style-type: none"> <li>I write simple narratives, poems and recounts of real and fictional events</li> <li>I am beginning to show I can write for longer periods</li> <li>I can read my own writing aloud with expression so that people understand</li> </ul>	<ul style="list-style-type: none"> <li>I add, revise and correct my writing by proof reading it to check it makes sense and to check spelling, grammar and punctuation.</li> <li>I use sequence sentences in chronological order to recount an event/experience. (Basic adverbials –first, then, next, after that).</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I use the personal pronoun 'I'.</li> <li>I use 'and', 'but' and 'because' to join ideas within a sentence.</li> <li>I readily use adjectives to describe in my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to use sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>I may attempt to use other conjunctions such as when, if, or, that...</li> <li>I make sure that word choices are relevant to the context and I use word banks to support this.</li> <li>I can use expanded noun phrases to describe and specify.</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I leave spaces between words.</li> <li>I use a full stop accurately.</li> <li>I use a capital letter for the start of a sentence and for names of people, places and days of the week.</li> <li>I sometimes use question marks.</li> </ul>	<ul style="list-style-type: none"> <li>I can use commas for lists and question marks.</li> </ul>	<ul style="list-style-type: none"> <li>I can use exclamation marks and beginning to use apostrophe for contracted words.</li> </ul>	