

Writing at 2M1* *Assumes all aspects of the Year 2 national standard are embedded. The child is writing at Greater Depth.

(3B+)	Transcription (Spelling)	Grammar & Punctuation	Vocabulary	Composition & Style					Handwriting
	AF8 – use correct spelling	AF6 – write with technical accuracy of syntax and punctuation in phrases, clauses and sentences	AF7 – select appropriate and effective vocabulary	AF1 – write imaginative, interesting and thoughtful texts	AF2 – produce texts which are appropriate to task, reader and purpose	AF3 – organise and present whole texts effectively, sequencing and structuring information, ideas and events	AF4 – construct paragraphs and use cohesion within and between paragraphs	AF5 – vary sentences for clarity, purpose and effect	Handwriting and presentation
Additional Guidance	<p>(3B) In most writing:</p> <ul style="list-style-type: none"> correct spelling of some common grammatical words with more than one morpheme, including compound words Likely errors <ul style="list-style-type: none"> Some function words common content/lexical inflected endings, eg past tense Some phonetically plausible attempts at content/lexical words 	<p>In most writing:</p> <ul style="list-style-type: none"> Straightforward sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks some, limited, use of speech punctuation comma splicing evident, particularly in narrative 	<p>In most writing:</p> <ul style="list-style-type: none"> simple, generally appropriate vocabulary used, limited in range some words selected for effect or occasion 	<p>In most writing:</p> <ul style="list-style-type: none"> some appropriate ideas and content included some attempt to elaborate on basic information or events, e.g. <i>nouns expanded by simple adjectives</i> attempt to adopt viewpoint, though often not maintained or inconsistent, e.g. attitude expressed, but with little elaboration 	<p>In most writing:</p> <ul style="list-style-type: none"> purpose established at a general level main features of selected form sometimes signalled to the reader some attempts at appropriate style, with little attention to reader 	<p>In most writing:</p> <ul style="list-style-type: none"> some attempt to organise ideas with related points placed next to each other openings and closings usually signalled some attempt to sequence ideas or materially logically 	<p>In most writing:</p> <ul style="list-style-type: none"> some internal structure within sections of text e.g. <i>one-sentence paragraphs or ideas loosely organised</i> within paragraphs/sections, some links between sentences, e.g. <i>use of pronouns or of adverbials</i> movement between paragraphs/sections sometimes abrupt or disjointed 	<p>In most writing:</p> <ul style="list-style-type: none"> reliance mainly on simply structured sentences variation with support, e.g. <i>some complex sentences</i> <i>and, but, so</i> are the most common connectives, subordination occasionally some limited variation in use of tense and verb forms, not always secure 	<p>In most writing:</p> <ul style="list-style-type: none"> legible style, shows accurate and consistent letter formation, sometimes joined
	<p>2M1 : National Standard for Writing in Year 2</p>	<ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly spelling some homophones correctly learning to spell common exception words – e.g. because, climb, children (also see common exception words year 2 below*) learning to spell more words with contracted forms e.g. can't to cannot. distinguishing between homophones and near-homophones add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly, -ing, -er, -est 	<ul style="list-style-type: none"> can use both familiar and new punctuation correctly - including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) are beginning to use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> can use expanded noun phrases to describe and specify (for example, the blue butterfly, plain flour, the man on the moon) can use the present and past tenses correctly and consistently can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> can develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences, writing about real events, poetry and writing for a range of purposes 	<ul style="list-style-type: none"> can consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> can re-read and check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form – evidenced checking in writing. 	<ul style="list-style-type: none"> proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear
<p>Framework Statements at Greater Depth</p>	<ul style="list-style-type: none"> Spelling most common exception words Adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, ly 	<ul style="list-style-type: none"> Use all the punctuation taught at key stage 1 mostly correctly 	<p>ALL of Expected (2S1) met, plus the below evidenced across 4/5 examples:</p> <ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing The pupil can write for different purposes, after discussion with the teacher. Make simple additions, revisions and proof-reading corrections to their own writing <p>*Yr 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</p>					<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join some letters 	