Trinity St. Peter's
Church of England Primary School
where children shine

Year 2 End of Year Writing Expectations

Working Towards the Expected Standard (WT):

Pupil(s) are beginning to meet the following aims with support:

- To write sentences that are sequenced to form a short narrative (real or fictional).
- To demarcate some sentences with capital letters and full stops.
- To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
- To spell some common exception words.
- To form lower-case letters in the correct direction, starting and finishing in the right place.
- To form lower-case letters of the correct size relative to one another in some of their writing.
- To use spacing between words.

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Year 2 End of Year Writing Expectations

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To write a simple, coherent narrative about their own and others' experiences (real and fictional).
- To write about real events, recording these simply and clearly.
- To demarcate most sentences with capital letters and full stops and with use of:
  - Question marks.
  - Using present and past tense mostly correctly and consistently.
  - Co-ordination (or / and / but).
  - Some subordination (when / if / that / because).
- To segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- To spell many KS1 common exception words *(included below)*.
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- To use spacing between words that reflects the size of the letters.

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Year 2 End of Year Writing Expectations

Working at Greater Depth within the Expected standard (GD):

Pupil(s) are confidently and independently able to apply their knowledge:

- To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher.

- To make simple additions, revisions and proof-reading corrections to their own writing using the full range of punctuation taught at key stage 1 mostly correctly including:
    - Commas to separate items in a list.
    - Apostrophes to mark singular possession in nouns and contractions.

- To spell most common exception words *(included below)*.

- To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.

- To use the diagonal and horizontal strokes needed to join letters in most of their writing.

Common exception words	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	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 – and/or others according to programme used. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.