

Year 2 Author Expectations

As a Year 2 author:

Transcription

Spelling

- I can segment spoken words into phonemes and record these as graphemes, spelling **many** correctly
- I can spell words with alternative spellings, including a few common homophones
- I can spell CEW
- I can spell **more** words with contracted forms
- I can use the possessive apostrophe (e.g. the girl's book)
- I can spell longer words using suffixes such as ment, ness, ful, less, ly
- I can distinguish between homophones and near-phones
- I can write from memory simple sentences dictated by the teacher that include words using GPC's/CEW and punctuation taught so far

Handwriting

- I can form lower-case letters of the correct size relative to one another
- I can begin to use some of the diagonal joins and horizontal strokes needed to join letters (and understand which letters are best left unjoined)
- I use capital letters and digits of the correct size, orientation, and relationship to one another and to lower case letters
- I use spacing between words that reflects the size of the letters

Composition

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- I can write narratives about personal experience and those of others, both real and fictional
- I can write for different purposes, including real events
- I can write poetry
- I can plan and say aloud what I am going to write about
- I can write down ideas/ and or key words, including new vocabulary
- I can encapsulate what I want to say, sentence by sentence
- I can evaluate my own writing independently, with friends and with an adult
- I can re-read my writing to check that it makes sense and that verbs to indicate time are used correctly and consistently
- I can proof-read to check for errors in spelling, grammar and punctuation
- I can read aloud what I have written with appropriate intonation to make the meaning clear

Grammar and Punctuation

Sentence structure

- I can use subordination (when, if, that, because) and co-ordination (or, and, but)
- I can use expanded noun phrases (the blue butterfly)
- I can say how the grammatical patterns in a sentence indicate its function
- I can write sentences with different forms: statement / question / exclamation / commas
- I can use standard English

Text Structure

- I consistently use the present tense and past tense correctly
- I can use the progressive forms of verbs in the present and past tense

Punctuation

- I use capital letter for names of people, places, days of the week and the personal pronoun I
- I use full stops and capital letters to demarcate sentences
- I use question marks and exclamation marks to demarcate sentences
- I can use comma to separate items in a list