



Writing milestones Year 2



	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
M1	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</p> <p>Spell common homophones</p> <p>Spell common exception words taught so far</p> <p>Add suffixes to spell longer words, including –ly</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Consider what to write before beginning by planning or saying out loud</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p>	<p>Consider going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequence ideas</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use –ly to turn adjectives into adverbs – slow/ slowly</p>
M2	<p>Use the possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words, including –ful, –less (to create adjectives)</p> <p>Spell more words with contracted forms</p> <p>Distinguish between homophones and near-homophones</p>	<p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p>	<p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Write commands using the imperative form of a verb</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes –er, –est, in adjectives</p>

M3	<p>Add suffixes to spell longer words –ment, –ness</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>		<p>Use a range of prepositions (behind, before, above, along)</p>		<p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Use the progressive form correctly and consistently e.g. he was shouting.</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes –ness, –er and by compounding e.g. whiteboard, superman</p>
	<p>+ Consistently and accurately use independently ment, ness, ful, less, ly and exception words ending in y</p> <p>Confident and consistent use of homophones, near-homophones, possessive apostrophes and contracted apostrophes</p>	<p>+ Begin to join fluently and accurately</p>	<p>+ Confidently write more complex narratives, poems and recounts of real events for different purposes. Edit writing without prompting for accuracy including punctuation and spelling errors. Use appropriate and adventurous word choices to create image for reader</p>			<p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</i></p> <p>+ Confidently and consistently make the correct choice in use of the present and past tense including the use of the progressive form of verbs in the past and present e.g. She is walking, she walked, she was walking throughout their writing.</p> <p>Use inverted commas for direct speech.</p>

Common exception words Year 2:

Autumn		Spring		Summer	
Because	Great	Floor	After	Path	Any
Kind	Break	Poor	Fast	Bath	Many
Find	steak	Door	Last	Hour	Clothes
mind	Pretty	Child	Past	Move	Busy
Behind	Beautiful	Children	Even	Prove	People
Wild	Could	Most	Plant	Improve	Again
Climb	Should	Only	Grass	Sure	Money
Cold	Would	Both	Class	Sugar	Mr
Told	Who	Old	Pass	Eye	Mrs
hold	Water	Gold		Whole	Parents
every	Christmas			half	Father
Everybody					