



Year Two Writing Expectations – updated November 2022

Composition	Composition Greater Depth	Grammar	Punctuation	Spelling	Handwriting
Develop positive attitudes and stamina for writing	Narrative is structured with character and identifiable plot Non-fiction writing is grouped into sections with some attempts at paragraphing	Use expanded noun phrases to describe. (the blue butterfly)	Use full stops, capital letters, exclamation marks, question marks in sentences.	Segment spoken words into phonemes and represent these by graphemes, spelling these correctly making phonetically plausible attempts at others.	Form lower-case letters of the correct size relative to one another.
Write for a range of purposes including, narratives, personal experience (real and fictional), real life events & poetry	Make simple additions, revisions and proof-reading corrections to their own writing Sentence Structure	Begin to use adverbial phrases to signify how something is done and the passage of time <i>eg. lift carefully</i>	Use commas to separate lists.	Spell at least 85% of the High Frequency Words	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined.
Plan writing by saying out loud what they are going to write	Use statement, question, exclamation, command sentences.	Use of the progressive form of verbs in the present and past tense to mark actions in progress <i>eg. she is drumming, he was shouting</i>	Use apostrophes for singular possession.	Spell at least 85% of the common exception words	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Plan by writing down ideas, key words & new vocabulary	Subordinate sentences using when, if, that, or because.	Know and use the term common nouns (table, cat mountain) and proper nouns	Use apostrophes for omission.	Distinguish between homophones and near-homophones	Use spacing between words that reflects the size of the letters.
Plan by summarising what they want to say, sentence by sentence.	Co-ordinate sentences using or, and, or but.	Greater Depth	Greater Depth	Greater Depth	Greater Depth
Plan writing using story maps and simple planning grids.	Use the present and past tenses correctly and consistently	Precise word choices with some specific nouns and well-chosen adjectives, often from reading	Use the punctuation taught a KS1 correctly across the curriculum	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Use the diagonal and horizontal strokes needed to join some letters.
Draw on reading to improve vocabulary and grammar	Use Standard English accurately.	Some literacy devices <i>eg. similes and alliteration</i> are chosen for effect		Spell 90% of common exception words correctly in independent writing	
Make simple additions, revisions and corrections by evaluating their writing with the teacher and other pupils.	Greater Depth	Expanded noun phrases add effect, beyond the simple addition of an adjective		Spelling is mostly accurate with plausible errors in more ambitious vocabulary	
Re-read & proof read to check that their writing makes sense with a focus on time and tense.	Attempts to include dialogue				
Read aloud their writing with appropriate intonation to make the meaning clear.	Use adverbial phrases to start sentences				

