

	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none"> - Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. - Co-ordinate some sentences using and, or, but. - Use capital letters for some proper nouns and the personal pronoun 'I'. - Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists. - Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail. - Begin to identify some of the following word classes: noun, adjective, verb and adverb. - Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing. - Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did. 	<ul style="list-style-type: none"> - Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. - Co-ordinate sentences using and, or, but. - Sometimes use subordination e.g. when, if, because. - Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. - Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. - Identify word classes: noun, adjective, verb and adverb. - Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. - Use appropriate features of Standard English. 	<ul style="list-style-type: none"> - Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements. - Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because). - Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists. - Consistently use varied vocabulary to create detail and interest. - Identify four word classes and select appropriate usage of word. - Choose the past or present tense appropriately, including the progressive form. - Consistently use appropriate features of Standard English.
Spelling	<ul style="list-style-type: none"> - Write from memory simple dictated sentences which include familiar words and GPCs. - Spell accurately most words containing previously taught phonemes. - Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change. - Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs. - Spell some common homophones e.g. to, two; hear, here; blue, blew. - Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat. 	<ul style="list-style-type: none"> - Write from memory, simple dictated sentences which include familiar words and GPCs. - Spell common decodable two and three syllable words which include familiar graphemes. - Accurately spell words with suffixes— ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. - Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. - Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. - Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. 	<ul style="list-style-type: none"> - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. - Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions. - Attempt to spell more ambitious vocabulary. - Spell all common exception words in the YR 2 spelling appendix accurately. - Spell all common homophones in the YR 2 spelling appendix. - Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.

Handwriting	<ul style="list-style-type: none"> - Holds pencil correctly. - Writing is mostly legible. - Letters and digits are mostly formed and orientated accurately, with some consistency in size. - Spacing is usually appropriate to the size of letters. - Some letters are joined correctly, using cursive script. 	<ul style="list-style-type: none"> - Holds pencil correctly. - Writing is legible. - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Spacing is appropriate to the size of letters. - Some letters are joined correctly, using cursive script 	<ul style="list-style-type: none"> - Holds pencil correctly. - Writing is legible. - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Spacing is appropriate to the size of letters. - Appropriate letters are joined consistently, according to the school’s handwriting approach.
Planning, writing and editing	<ul style="list-style-type: none"> - Compose sentences orally. Use the drafting process to gather and write down ideas and key words. - Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. - Write about real events, sometimes maintaining form. - Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative. - Re-read and check own writing. - With support, proof read for errors. - Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go. 	<ul style="list-style-type: none"> - Compose sentences orally. Use the drafting process to gather and write down ideas and key words. - Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. - Write about real events, maintaining form and purpose. - Compose orally and write poetry in a variety of forms. - Re-read and check own writing. - Proof read for errors. - Evaluate word choice, grammar and punctuation; make revisions. 	<ul style="list-style-type: none"> - Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading. - Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined. - Write about real events, independently maintaining form and purpose. - Confidently and independently write poems which are effective, in a variety of forms. - Re-read writing and make revisions and additions, often without prompting.
Awareness of audience/ purpose and structure	<ul style="list-style-type: none"> - To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures - To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences - To read aloud what they have written with appropriate intonation to make the meaning clear 		