

I am a St. Wilfrid's Writer Assessment

Autumn Term – Year 2 Entering

Handwriting

Lower case letters are the same height.

Leave equal spaces between words.

Start using some of the diagonal strokes to join letters.

Planning, composition and editing

Discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Planning / saying out loud what they are going to write about.

Encapsulating what they want to say, sentence by sentence.

Grammar and Punctuation

Use a wider range of time adverbs at the start of my sentences.

Use a wider range of openers at the start of my sentences.

Use a wider range of question openers and end with a question mark.

Use a wider range of exciting openers and use an exclamation mark at the end of an exciting sentence.

Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop.

Use commas in a list (to list nouns in a sentence).

Use an expanded noun phrase (noun phrase) using one or more adjectives.

Use the conjunctions 'because', 'that' and 'and' in fiction writing.

Use the present and past tense correctly.

Spelling

Spell many of the Year 2 Common Exception Words

door	floor	poor	because	Mr
find	kind	mind	behind	Mrs
child	children	wild	climb	parents
most	only	both	old	Christmas
cold	gold	hold	told	money
every	everybody	even	great	half
break	steak	pretty	beautiful	again
after	fast	past	last	water
father	class	grass	pass	people
plant	path	bath	hour	busy
move	prove	improve	sure	clothes
sugar	eye	could	would	any
should	who	whole		

-c (s) (race, ice, cell, city, fancy)

-kn (n) (knock, know, knee)

-wr (r) (write, written, wrote, wrong, wrap)

-gn (n) (gnat, gnaw)

-dge (j) (badge, edge, bridge, dodge, fudge)

-ge (j) (age, huge, change, charge, bulge, village, gem, giant, magic, giraffe, energy)

The /aɪ/ sound spelt -y at the end of words (cry, fly, dry, try, reply, July)

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<u>Contractions</u> - can't, didn't, hasn't, couldn't, wouldn't, it's, he's, she's, I'll, he'll, we'll, she'll			
<u>homophones and near homophones</u> -there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, by/buy, blue/blew, night/knight			

Spring Term – Year 2 Developing

Handwriting			
Start using some of the horizontal strokes to join letters.			
Planning, composition and editing			
Write down ideas and key words.			
Write narratives about personal experiences and those of others (real and fictional)			
Write about real events.			
Write poetry.			
Note key ideas / new words / subject specific vocabulary.			
Make simple corrections to my writing. (spelling, punctuation marks and missing words / correct tense).			
Grammar and Punctuation			
I can use an apostrophe to show contraction in my written work.			
Use the conjunction 'but'.			
Recognise and write an exclamative sentence using What or How .			
Use commas in a list (to list adjectives in a sentence).			
Use a question in non-fiction writing.			
Use when and if as openers/at the start of a sentence.			
Use the conjunctions 'because', 'that' and 'and' in non-fiction writing.			
Use the conjunction 'or'.			
Spelling			
/le (table, apple, bottle, little, middle)			
/l/ or /əl/ sound spelt -el at the end of words (camel, tunnel, squirrel, travel, towel, tinsel)			
/l/ or /əl/ sound spelt -al (metal, pedal, capital, hospital, animal)			
Words ending -il (pencil, fossil, nostril)			
The /ɔ:/ sound spelt a before -l and ll (all, ball, call, walk, talk, always)			
The /ʌ/ sound spelt o (other, mother, brother, nothing, Monday)			
The /i:/ sound spelt -ey (key, donkey, monkey, chimney, valley)			
The /ɒ/ sound spelt a after w (want, watch, wander) and qu (quantity, quality, squash)			
The /ɜ:/ sound spelt or after w (word, work, worm, world, worth)			
The /ɔ:/ sound spelt ar after w (war, warm, towards)			
The /z/ sound spelt s (television, treasure, unusual)			
Words ending in -tion (shun) (station, fiction, motion, national, section)			
adding -s and -es to nouns and verbs ending in -y (flies, tries, copies, babies, carries)			

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Summer Term – Year 2 Secure

Handwriting

Start to join handwriting.

Planning, composition and editing

Make simple additions to own writing.

Make simple revisions to own writing.

Grammar and Punctuation

Use an apostrophe to show singular possession.

Use a comma to separate adjectives when describing a noun.

To use effective word choices and create a list of adjectives to describe a noun.

Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers.

Write in the progressive present tense.

Write in the progressive past tense.

Spelling

Adding – ed, -ing, -er and -est to a root word ending in -y with a consonant before it. (copied, copier, happier, happiest, cried, replied, copying, crying, replying).

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. (hiking, hiked, hiker, nicer, nicest, shiny).

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny).

adding the suffix **-ness** (sadness, kindness, coldness, tenderness, weakness, goodness, happiness, emptiness, silliness).

adding the suffix **-ment** to (development, enjoyment, employment, amusement, agreement, entertainment, amazement, payment, disagreement, merriment).

adding the suffix **-ly** (badly, happily, weekly, quietly, carefully, , bravely, openly, merrily).

adding the suffix **-ful** (careful, fearful, powerful, dreadful, wonderful, playful, beautiful).

adding the suffix **-less** (hopeless, fearless, penniless, helpless).