

Year 2—Text Structure and Features

| Learning Objective | Key Milestone Indicator(s) | Basic | Advancing | Deep |
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| To organise writing appropriately | <ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. • Convey ideas, sentence by sentence. | <p>There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.</p> <p>Tenses are used inconsistently.</p> <p>When help and structure are provided, writing is organised in line with its purpose.</p> | <p>Writing generally makes sense to the reader.</p> <p>Tenses are generally used correctly.</p> <p>Writing is generally organised appropriately.</p> | <p>Writing is re-read and changed, if necessary, so that it makes sense to the reader.</p> <p>Tenses are used correctly and consistently throughout.</p> <p>Writing has a clear organisational structure. Prompts and guidance are not required.</p> |
| To use paragraphs | <ul style="list-style-type: none"> • Write about more than one idea. • Group related information. | <p>When guides or prompts are provided, writing includes more than one idea or step.</p> | <p>When reminders are provided, ideas are split into paragraphs.</p> <p>Paragraphs contain clearly related information.</p> | <p>Writing is clearly organised into paragraphs that contain a definite theme.</p> <p>A number of themes are developed.</p> |

Year 2—Language and Vocabulary

| Learning Objective | Key Milestone Indicator(s) | Basic | Advancing | Deep |
|---------------------------------------|--|---|---|---|
| To use imaginative description | <ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use adverbs for extra detail. | <p>There is an awareness of the terminology (noun, adjective, verb, pronoun and adverb).</p> <p>Writing may include some of the features listed.</p> <p>Structure and help may be required.</p> | <p>When reminders are provided, well chosen descriptive language is used.</p> | <p>A good range of descriptive language is used independently, without prompts or guidance.</p> |

Year 2—Grammar and Punctuation

| Learning Objective | Key Milestone Indicator(s) | Basic | Advancing | Deep |
|--|---|--|---|---|
| To use and to write sentences appropriately | <ul style="list-style-type: none"> • Sequence sentences to form a clear narrative. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. • Write simple sentences. • Use co-ordination (or, and, but) • Use subordination (when, if, that, because, then) • Use connecting adverbs to explain (because, as) • Use connecting adverbs to order (next, then, after) • Understand the difference between clauses and phrases. • Understand that a compound sentence is two main clauses joined together by a co-ordinating conjunction. | <p>When help or structure is provided, writing includes a number of related sentences.</p> <p>When help or structure is provided, sentences are linked with conjunctions and connectives.</p> <p>When modelled or a frame provided, begins to use simple adverbs to start sentences, e.g. then or first.</p> <p>When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.</p> <p>With help, identifies a noun and verb within a sentence and begins to understand that there is a difference between a phrase, a clause and a simple sentence.</p> <p>Beginning to use simple connecting adverbs to order or to explain.</p> | <p>When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative.</p> <p>When reminders are provided, sentences are linked with a good range of conjunctions and connectives.</p> <p>With reminders, begins to use a wider variety of sentence starters, such as suddenly, quickly, after, before etc.</p> <p>When reminders and ideas are provided, sentences begin in a variety of ways.</p> <p>Understand the difference between clauses and phrases.</p> <p>With reminders, understands how to write a simple sentence and begins to add interest to the sentence by adding phrases.</p> <p>With support, understands that a compound sentence is made up of two main clauses joined together by a co-ordinating conjunction.</p> <p>With guidance, connecting adverbs are used to link sentences and paragraphs.</p> | <p>Writing is fluent and includes a series of well-constructed sentences that engage the reader.</p> <p>Sentences are linked with a good range of conjunctions and connectives.</p> <p>Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.</p> <p>Independently using a range of adverbs to suit the purpose. Evidence of more complex sentence starters emerging such as adverbial phrases.</p> <p>Independently, writes a variety of simple sentences; chooses words carefully.</p> <p>Independently, uses compound sentences.</p> <p>Connecting adverbs are used to link sentences and paragraphs.</p> |
| To punctuate accurately | <ul style="list-style-type: none"> • Leave spaces between words. • Begin to use a capital letter for the names of people, places, the days of the week and I. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use subordination (when, if, that, because) and coordination (or, and, but). • Use extended noun phrases to describe and specify. • Use sentences with different forms: statement, questions, exclamation and command. | <p>When word banks and reminders are provided, capital letters are beginning to be used appropriately.</p> <p>When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks.</p> <p>When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.</p> | <p>When reminders are provided, capital letters are generally used appropriately.</p> <p>When reminders are provided, most sentences are punctuated and include a range of punctuation.</p> <p>Apostrophes for the contracted form of words are generally used correctly.</p> <p>Subordination and coordination are generally used in writing.</p> | <p>Capital letters are used consistently and appropriately.</p> <p>Punctuation is accurate.</p> <p>Apostrophes for the contracted form of words are understood and used correctly.</p> <p>Subordination and coordination are used effectively to give extra meaning and clarity to writing.</p> |

Year 2—Planning, Re-drafting and Editing Skills

| Learning Objective | Key Milestone Indicator(s) | Basic | Advancing | Deep |
|-----------------------------------|--|---|---|--|
| To analyse writing | <p>Year 1:</p> <ul style="list-style-type: none"> Use and understand grammatical terminology in discussing writing: <i>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</i> <p>Year 2:</p> <ul style="list-style-type: none"> Use and understand grammatical terminology in discussing writing: <i>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</i> Discuss writing with the teacher and other pupils. Re-read writing to check it makes sense. Proof read to check for errors in spelling, grammar and punctuation. Evaluate writing to make additions, revisions and corrections. | <p>When help is provided, some of the terminology listed is beginning to be used correctly.</p> <p>Some of the features listed can be identified in questions about writing.</p> <p>With prompts and discussions with the teacher, writing can be improved.</p> | <p>When reminders are provided, most of the terminology listed is used correctly.</p> <p>Most of the features listed can be identified in questions about writing.</p> <p>Obvious mistakes are noticed independently.</p> | <p>A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.</p> <p>Evaluation occurs and writing improves.</p> |
| To present writing | <ul style="list-style-type: none"> Read aloud clearly enough to be heard by peers and the teacher. Read aloud with some intonation. | <p>When support and encouragement are given, reading aloud is audible to others.</p> <p>When support and encouragement are given, there is some intonation when reading aloud.</p> | <p>When reminders are provided, reading aloud is clear and audible to others.</p> <p>There is generally good intonation.</p> | <p>Reading aloud is confident and fluent.</p> <p>There is good control and intonation.</p> |
| To plan and to write with purpose | <ul style="list-style-type: none"> Use some of the characteristic features of the type of writing used. Say first and then write to tell others about ideas. Plan by talking about ideas and writing notes. | <p>A writing frame or structure provided by the teacher is used.</p> | <p>When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.</p> | <p>Knowledge of characteristic features is applied independently without prompts or guidance.</p> |

Year 2—Transcription

| Learning Objective | Key Milestone Indicator(s) | Basic | Advancing | Deep |
|--------------------|--|---|---|--|
| To present neatly | <ul style="list-style-type: none"> Join letters, deciding which letters are best left unjoined. Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately. Lines of writing are spaced so that ascenders and descenders of letters | <p>Writing is beginning to be joined appropriately. Some letters that it would be better not to join have been joined.</p> <p>Writing is beginning to show parallel downstrokes and appropriate spacing.</p> | <p>Writing generally shows appropriately and consistently joined letters.</p> <p>Writing generally shows accurate spacing and well-formed letters.</p> | <p>Writing almost always shows fluent, joined letters.</p> <p>Writing is easy to read due to clear and thoughtful spacing and parallel downstrokes.</p> |
| To spell correctly | <ul style="list-style-type: none"> Use prefixes and suffixes, and understand how to add them. Spell homophones correctly. Spell correctly often misspelled words. Place the possessive apostrophe in words with regular and irregular plurals. | <p>When examples are provided, prefixes and suffixes are used.</p> <p>Some homophones are used correctly, while others may be misused.</p> <p>When guidance is provided, the possessive apostrophe is used for regular plurals.</p> | <p>Prefixes and suffixes are often used.</p> <p>Most homophones are used correctly.</p> <p>When reminders are provided, the possessive apostrophe for both regular and irregular plurals is used.</p> | <p>Well-chosen prefixes and suffixes are used correctly.</p> <p>Almost all homophones are used correctly.</p> <p>The possessive apostrophe for both regular and irregular plurals is used accurately and consistently.</p> |