



Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and Spelling</b>	<b>Sentence Structure</b>
<p>I can spell words containing each of the 40+ phonemes already taught.</p> <p>I can spell common exception words.</p> <p>I can spell days of the week.</p> <p>I can name all the letters of the alphabet in order.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>I can use letter names to show alternative spellings of the same phoneme (e.g. identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).</p> <p>I can use the suffix 's' or 'es' for plurals.</p> <p>I can use the suffix 's' or 'es' for third person singular verbs.. 9. I can add suffixes 'ing', 'er', 'ed' and 'est' to verbs where no spelling change is needed to root word e.g. helping, helped, helper.</p> <p>I know how the prefix 'un' can be added to verbs and adjectives to change meaning.</p>	<p>I am beginning to start and end sentences using capital letters to start, use a full stop to end, or question mark / exclamation mark.</p> <p>I can use a capital letter for 'I' and for everyday proper nouns. I can separate words using (finger) spaces.</p> <p>I can combine words to make a sentence.</p> <p>I can write sentences with one 'chunk' of meaning (or join 'chunks' of meaning – see below).</p> <p>I can say what I'm going to write and then compose a sentence orally before writing it.</p>
	<b>Description</b>
	<p><b>Suggested</b> sequence.</p> <ul style="list-style-type: none"> <li>nouns then adjectives</li> </ul>
<b>Composition</b>	<b>Editing and Improving</b>
<p>I can sequence sentences to form a short recount or narrative.</p>	<p>I can re-read what I have written to check that it makes sense (with an adult if needed).</p> <p>I can discuss and read aloud what I have written.</p> <p>I can identify two sentences that are 'squashed', knowing they need to be separated (full stops, ! or ?) or joined (conjunctions).</p>
<b>Handwriting</b>	<b>Conjunctions</b>
<p>I am beginning to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>I can form capital letters.</p> <p>I can form digits 0-9.</p> <p>I can sit correctly at a table, holding a pencil comfortable and correctly (paper at an angle, non-writing hand holding paper).</p>	<p>I can use 'and' to join two clauses and words in a list.</p> <p><b>Suggested</b> sequence:</p> <ul style="list-style-type: none"> <li>'and' to join words in a list</li> <li>'and' to join two clauses/ideas</li> <li>'and' to fix a squashed sentence</li> </ul>

**Grammar in writing:** Grammar and punctuation terminology Word, sentence, letter, capital letter, singular, full stop, punctuation, question mark, exclamation mark.

Whitstone C.P. School		Age-related Expectations: Writing, Year 2	
Ongoing Learning		Cumulative, Mastery Learning	
Vocabulary and Spelling		Sentence Structure	
<p><b>I can segment spoken words into phonemes and record these as graphemes – spelling many correctly (<i>plausible attempts</i>)</b></p> <p>I can spell words with alternative spellings, including a few common homophones and near homophones.</p> <p><b>I can spell common exception words (<i>many</i>).</b></p> <p>I can spell some contractions.</p> <p>I can spell unfamiliar words using alternative spellings of the same phoneme (e.g. identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).</p> <p>I can write simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>I can use the suffixes ‘er’, ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs.</p> <p>I can spell longer words using suffixes including ‘ment’, ‘ness’, ‘ful’, ‘less’</p>		<p>I am able to orally rehearse a structured sentence</p> <p>I can use sentences with different forms: statement, question, exclamation, command.</p> <p>I can write sentences with one ‘chunk’ of meaning (or join ‘chunks’ of meaning).</p> <p>I can use commas to separate nouns in a list. <b>Suggested</b> sequence: commas in a list of nouns- adverbial openers with commas.</p>	
		Description	
		<p>I can use expanded noun phrases (e.g. ‘the butterfly’ = noun phrase, whereas ‘the blue butterfly’ = expanded noun phrase). 32. I can use commas to separate adjectives <b>Suggested</b> sequence</p> <p>nouns - adjectives - two adjectives, separated with a comma.</p>	
Composition		Editing and Improving	
<p><b>I correctly demarcate sentences with capital letters and full stops / ? / (! - <i>greater depth</i>)</b></p> <p><b>I can write for different purposes, including real events and poetry, showing a positive attitude and stamina (<i>simple, clear</i>).</b> I am able to orally rehearse sequences of sentences.</p> <p>I can plan and discuss the content of writing and record my ideas.</p> <p><b>I can write (<i>coherent</i>) narratives about personal experiences and those of others, both real and fictional.</b></p>		<p>I can re-read what I have written to check that it makes sense.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can read aloud what I’ve written with appropriate intonation.</p>	
Handwriting		Conjunctions	
<p><b>I use capital letters and digits of the correct size, • orientation and relationship to one another and to lower case letters.</b> I am beginning to use some of the diagonal and horizontal strokes needed to join letters. I can form lower-case letters of the correct size relative to one another. I show that I know which letters may be left un-joined. <b>I use spacing between words that reflects the size of the letters.</b></p>		<p><b>I can use (<i>some</i>) subordination (using ‘when’, ‘if’, ‘that’, ‘because’) and co-ordination (using ‘or’, ‘and’, ‘but’).</b></p> <p><b>Suggested</b> sequence: recap Y1 ‘because’ and ‘but’ to join ideas ‘or’ and ‘so’ ‘when’, ‘if’, ‘that’</p>	
<p><b>Grammar in writing:</b> I can use ‘a’ / ‘an’ correctly e.g. ‘an open box’. • 19. I can use standard English forms for verb inflections instead of local spoken forms (e.g. ‘We were exhausted’, not ‘We was exhausted.’ I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play / He went out to play. 21. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech). <i>word family-conjunction-adverb-preposition-direct speech-inverted commas (or ‘speech marks’) consonant -vowel-clause-subordinate clause</i></p>			

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and Spelling</b>	<b>Sentence Structure</b>
<ul style="list-style-type: none"> <li>I can spell commonly mis-spelt words, including many of those on the Y3/4 word list.</li> <li>I can form nouns using some prefixes e.g. sub..., auto...</li> <li>I can spell words with additional prefixes and suffixes and understand how to add them to root words (e.g. create word families; identify the root of longer words).</li> <li>I can create word families based on root words e.g. happy, happiness, happier...</li> <li>I recognise and spell homophones.</li> <li>I can use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</li> <li>I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</li> </ul>	<ul style="list-style-type: none"> <li>I can use adverbs (and starting to use fronted adverbials) e.g. soon, then, next, stealthily.</li> <li>I can use prepositions e.g. before, after, during, in, because of, under.</li> <li>I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</li> </ul> <p><b>Suggested</b> sequence: recap Y2 learning -identify verbs and adverbs adverbs after a verb -fronted adverbs - extending adverbs into adverbial phrases -moving adverbial phrases (possibly for HAs)</p>
	<b>Description</b>
	<ul style="list-style-type: none"> <li>I can use adjectives for impact. I am beginning to use descriptive noun phrases for impact.</li> <li>I can use prepositions e.g. before, after, during, in, because of, under.</li> <li>I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).</li> <li>I can begin to use figurative language (e.g. similes or personification).</li> <li><b>Suggested</b> sequence within descriptive noun phrases: <ul style="list-style-type: none"> <li>recap Y2 learning</li> <li>identify nouns and accompanying articles</li> <li>add an adjective</li> <li>add more than one adjective (different meanings) with a comma to separate</li> <li>using prepositions to expand a noun phrase</li> </ul> </li> </ul>
<b>Composition</b>	<b>Editing and Improving</b>
<ul style="list-style-type: none"> <li>I can write a narrative with a setting, characters and plot.</li> <li>I can write non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>I can use paragraphs around a theme.</li> <li>I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</li> <li>I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (e.g. 'The owl...', 'It...', 'This impressive creature...')</li> </ul>	<ul style="list-style-type: none"> <li>I can proof-read to check for errors in spelling and punctuation.</li> <li>I can suggest improvements to my own writing and that of others e.g. grammar, vocabulary and punctuation.</li> <li>I can read aloud what I've written with appropriate intonation, volume and tone.</li> </ul> <p><b>Speech:</b> I can use inverted commas to punctuate direct speech (not necessarily other speech punctuation).</p>
<b>Handwriting</b>	<b>Conjunctions</b>

I have legible, joined handwriting (with diagonal and horizontal strokes; with some variations and inconsistencies).

I use a wider range of conjunctions e.g. when, before, after, while, so, because.

**Suggested** sequence:

- recap Y2 learning
- coordinating conjunctions
- subordinating conjunctions
- subordinate clauses
- 'flipping' sentences

**Grammar in writing** - I can use 'a' / 'an' correctly e.g. 'an open box'.

I can use the present perfect form of verbs instead of the simple past (e.g. He has gone out. / He went out.)

*Grammar and punctuation terminology*

*pronoun possessive pronoun adverbial determiner*

Ongoing Learning	Cumulative, Mastery Learning
<b>Vocabulary and Spelling</b>	<b>Sentence Structure</b>
<ul style="list-style-type: none"> <li>I can spell commonly mis-spelt words, including those on the Y3/4 word list.</li> <li>I can form nouns using a range of prefixes e.g. super..., anti...</li> <li>I can spell words with additional prefixes and suffixes and understand how to add them to root words (e.g. create word families; identify the root of longer words).</li> <li>I can create word families based on root words e.g. 'solve', 'solution', 'solver', 'dissolve', 'insoluble'.</li> <li>I can recognise and spell homophones and near- homophones.</li> <li>I can use the first two or three letters of a word to check its spelling in a dictionary (and begin to use a thesaurus to aid composition in similar way).</li> </ul>	<ul style="list-style-type: none"> <li>I can use adverbs and fronted adverbials e.g. soon, then, next, stealthily.</li> <li>I can use commas after fronted adverbials and other openers.</li> <li>I can use prepositions e.g. before, after, during, in, because of, under.</li> <li>I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</li> <li><b>Suggested</b> sequence: <ul style="list-style-type: none"> <li>adverbs</li> <li>adverbial phrases</li> <li>adverbial phrases as openers</li> </ul> </li> </ul> <p style="text-align: center;"><b>Description</b></p> <p>I can use adjectives for impact.  I can use descriptive noun phrases for impact, including phrases which are expanded by adding modifying adjectives, nouns or preposition phrases (e.g. 'One really hot summer's day,', '(On the coarse sand,', 'The quite cool breeze,' 'The biting cold wind,')I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).  I can use some figurative language (e.g. similes, metaphors, personification).</p> <p><b>Suggested</b> sequence.</p> <ul style="list-style-type: none"> <li>adjectives</li> <li>prepositions</li> <li>with / that / which (and other relative pronouns)</li> </ul>
<b>Composition</b>	<b>Editing and Improving</b>
<ul style="list-style-type: none"> <li>I can write a narrative with a setting, characters and plot.</li> <li>I can write non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>I can use paragraphs around a theme.</li> </ul>	<p>I can proof-read to check for errors in spelling and punctuation.</p> <p>15. I can suggest improvements to my own writing and that of others e.g. grammar, vocabulary and punctuation.</p> <p>16. I can read aloud what I've written with appropriate intonation, volume and tone.</p> <p>17. I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p>

<ul style="list-style-type: none"> <li>• I can plan by discussing models of writing and noting its structure, grammatical features and use of vocabulary.</li> <li>• I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (e.g. 'The owl...', 'It...', 'This impressive creature...')</li> </ul>	<p style="text-align: center;"><b>Speech</b></p> <p>I can use inverted commas and other punctuation for direct speech. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).</p>
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<b>Handwriting</b>	<b>Conjunctions</b>
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<p>I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders). I understand which letters should be left un-joined.</p>	<p>I use a wider range of conjunctions e.g. when, before, after, while, so, because.</p> <p><b>Suggested</b> sequence:</p> <ul style="list-style-type: none"> <li>• recap Y2 learning</li> <li>• coordinating conjunctions</li> <li>• subordinating conjunctions</li> <li>• subordinate clauses</li> <li>• 'flipping' sentences</li> </ul>
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**Grammar in writing:**

I can use 'a' / 'an' correctly e.g. 'an open box'. •

I can use standard English forms for verb inflections instead of local spoken forms (e.g. 'We were exhausted', not 'We was exhausted.')

I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play / He went out to play. 21. I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).

*Grammar and punctuation terminology word family- conjunction- adverb- preposition- direct speech  
inverted commas (or 'speech marks) consonant vowel-clause-subordinate clause*

Ongoing Learning	Cumulative, Mastery Learning
Vocabulary and Spelling	Sentence Structure
<p>I can spell commonly mis-spelt words, including at least half of those from the Y5/6 word list.</p> <p>I can convert nouns or adjectives into verbs by adding a • suffix e.g. –ate (popular-populate), -ise (familiar-familiarise), -ify• (simple-simplify).</p> <p>I can form verbs with prefixes.</p> <p>I can use further prefixes and suffixes, understanding the • rules for adding them.</p> <p>I can spell some words with silent letters.</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can use knowledge of morphology and etymology to help me spell.</p> <p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I understand how words are related by meaning as synonyms and antonyms.</p>	<p>I can start sentences in different ways, using openers and other ways.</p> <p>I can use commas to mark phrases and clauses.</p> <p>I can use relative clauses with ‘which’, ‘who’, ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an implied (ie omitted) relative pronoun.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p><b>Suggested sequence:</b></p> <ul style="list-style-type: none"> <li>• fronted adverbials with commas (recap Y3/4)</li> <li>• recap of conjunctions learnt so far</li> <li>• introduce relative clause, moving it in the sentence</li> <li>• introduce punctuation for parenthesis and the effect of the choice</li> </ul> <p style="text-align: center;"><b>Description</b></p> <p>I can use expanded noun phrases to interest the reader. 31. I can describe settings, characters and atmosphere (mood) when writing narrative.</p> <p>I can experiment with vocabulary for effect.</p> <p>I can use grammar for effect.</p> <p>I can use a range of figurative language.</p> <p><b>Suggested sequences:</b></p> <ul style="list-style-type: none"> <li>• adjectives, prepositions, with / that / which (and other relative pronouns from Y3/4)</li> <li>• settings described using Y3/4 techniques</li> <li>• integrating character description</li> <li>• creating atmosphere</li> </ul>
Composition	Editing and Improving

<ul style="list-style-type: none"> <li>• I can write for a specific audience and purpose.</li> <li>• I can select the appropriate form and use other similar • writing as a model, using appropriate features and sentence structure, considering the writer’s viewpoint, considering • another author’s work.</li> <li>• I can plan and develop ideas, using reading / research where necessary.</li> <li>• I can organise my writing into paragraphs / sections to show changes in time, place and events or to shape a non- fiction text.</li> <li>• I can present text appropriately e.g. (sub-) headings, bullets, underlining, columns, tables.</li> <li>• I can build cohesion in my writing: between paragraphs (e.g. by using adverbials / connectives such as ‘After that,’ ‘Firstly,’) and between sentences (‘although’).</li> <li>• I can summarise a paragraph.</li> <li>• I can use appropriate nouns, pronouns and noun phrases within and across sentences to support cohesion and avoid repetition. (e.g. ‘The owl...’, ‘It...’, ‘This impressive creature...’)</li> </ul>	<p>I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.</p> <p>I can proof-read spelling and punctuation; correct tense throughout; subject – verb agreement.</p>
	<p><b>Speech</b></p>
	<ul style="list-style-type: none"> <li>• I can integrate dialogue to convey characters.</li> <li>• I can distinguish language of speech (e.g. colloquial) and writing (Standard English).</li> <li>• I can recognise vocabulary and structures that are appropriate for formal speech and writing.</li> </ul> <p><b>Suggested sequences:</b></p> <ul style="list-style-type: none"> <li>• punctuating speech (from Y3/4)</li> <li>• using speech to convey character (colloquial)<sup>37</sup>. I can use a colon to introduce a list.</li> </ul>
<p><b>Handwriting</b></p>	<p><b>Colons, semi-colons and dashes</b></p>
<p>I have legible, fluent, appropriately joined handwriting with increasing speed. I can choose the style of handwriting to use when given a choice.</p> <p>I can choose the handwriting implement that is best suited for a specific task.</p>	<p>I can use a semi-colon within lists. I am beginning to use dashes to mark boundaries between independent clauses.</p>
<p>I can use verb phrases e.g. to indicate a degree of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). I can recognise passive verbs. I can use bullet points to list information and punctuate consistently.</p>	
<p><i>Grammar and punctuation terminology - pronoun, possessive pronoun, adverbial, determiner</i></p>	