Aycliffe Village Primary School
Great oaks from tiny acorns grow

Autumn Term - Orange Highlighting   Spring Term – Yellow Highlighting   Summer Term – Green Highlighting

Yr 2	COMPOSITION		TRANSCRIPTION	
	V.G.P	**Writing Process**	**Spelling**	**Handwriting**
Emerging	• uses coordinating conjunctions (joining words) *and, or, but, so* • uses question marks and exclamation marks in writing • uses simple <u>adjectives</u> for description • understands and uses the terms <u>noun</u>, <u>verb</u> and adjective	• uses basic layout conventions in different forms of writing • **plans out loud what is going to be written** • creates simple plans to support writing • makes simple changes to writing where appropriate • **proof-reads own writing to check for basic errors**	• **words with the /n/ sound spelt *kn* and *gn* at the beginning of words** • **words with the /r/ sound spelt *wr* at the beginning of words** • **words with the /j/ sound spelt as *ge* and *dge* and *g*** • **words with the /s/ sound spelt *c* before *e i y*** • **adding *–ing, -ed, -er, -est, -y* to words ending in e with a consonant before it** • begins to select correct GPCs in spelling	• **forms lower case letters of the correct size relative to one another**
Developing	• begins to use subordinating conjunctions (joining words) *when, if, because, as* • begins to use <u>past</u> and <u>present tense</u> correctly • uses <u>commas</u> in lists • uses <u>apostrophe</u> for contraction • understands and uses the term <u>adverb</u> • begins to use adverbs in writing	• **develops stamina** to write at increasing length • **writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)** • considers word choice, grammar and punctuation • **re-reads own writing to check for sense,** basic errors and meaning • **reads aloud writing with appropriate intonation to make meaning clear**	• **words with contractions** • **words ending in *–le,- el, -al* and *–il*** • **adding *–ies* to nouns and verbs ending in *y*** • **adding *–ed, -ing, -er, -est* to a root word ending in *y* with a consonant before it** • selects correct GPCs in spelling • **words with the <u>suffix</u> *–ly*** • **uses *–ly* to turn adjectives into adverbs**	• **handwriting is legible with almost all lower case letters and capital letters accurately and consistently formed and of the correct size and orientation**
Secure	• recognises and writes (grammatically correct) different types of sentences: <u>statement</u>s, <u>question</u>s, <u>command</u>s and <u>exclamation</u>s • understands and uses coordinating and subordinating conjunctions to construct and extend sentences • uses the past and present tense correctly throughout writing inc. the progressive form • uses capital letters for proper nouns accurately • uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession • uses expanded <u>noun phrases</u>, adjectives and adverbs for description and specification	• **writes narratives about personal experiences and those of others (real and fictional)** • **writes for different purposes (including poetry)** • uses plans to support writing • links ideas and events using strategies to create 'flow' • evaluates the effective use of word choice, grammar and punctuation • makes appropriate additions, revisions and corrections • **proof reads to check for errors in spelling, grammar and punctuation** • **re-reads writing to check for correct and consistent tense** • **evaluates writing with teachers and peers**	• uses phonic knowledge to spell simple monosyllabic and polysyllabic words • **Y2 CEW / HFW** • **spells frequently used homophones / near homophones** • **words using the possessive apostrophe (singular nouns)** • **adding *–ing, -ed, -er, -est* and *–y* to words of one syllable ending in a single letter after a short vowel** • **words with the suffixes *–ment, -ness, -ful* and *–less*** • **words ending in *–tion*** • recognises own spelling errors and makes some attempt to correct these • <u>compound</u> nouns	• **words are almost always appropriately and consistently spaced in relation to the size of the letters** • **some diagonal and horizontal strokes are used to join letters**