



## Age Related Expectations

Year 2	Achieved (Date)
<b>Spelling</b>	
I can segment spoken words into phonemes and represent these by graphemes spelling some of these correctly, making phonetically plausible attempts.	
I can segment spoken words into phonemes and represent these by graphemes spelling many of these correctly, making phonetically plausible attempts.	
I can spell some year 2 common exception words.	
I can spell many year 2 common exception words.	
I can spell most year 2 common exception words.	
I can spell words with contracted forms.	
I can use the possessive apostrophe (singular).	
I can distinguish between homophones and near homophones.	
I can add suffixes to spell most words correctly in my writing-ment, -ness,-ful,-less, -ly.	
I can apply spelling rules.	
I can write from memory simple sentences dictated by the teacher that includes words using the GPC's common exception words and punctuation taught so far.	
<b>Handwriting</b>	
I can form lowercase letters of the correct size relative to one another in some of their writing, starting and finishing in the right place.	
I can start using some of the <b>diagonal and horizontal strokes needed to join letters and</b> understand which letters, when adjacent to one another, are best left unjoined.	
I can write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters.	
I can use space in between words that reflects the size of letters.	
<b>Composition</b>	
I can develop stamina for writing by writing about real and fictional experiences to write a coherent piece at length (A4 side).	
I can write sentences that are sequenced to form a short narrative (real/fictional).	
I can write about real events, recording these simply and clearly (recount).	
I can plan my writing by writing down ideas or key words including new vocabulary.	
I can say out loud what I am going to write about.	
I can say what I am going to write sentence by sentence.	
I can make simple additions and corrections to my own writing by evaluating it with the teacher and other pupils.	
I can make simple revisions to my own writing by evaluating it with a teacher and other pupils.	
I can re-read to check that my writing makes sense and that verbs to indicate time are mostly used correctly (tense).	
I can <b>proof read</b> to check for errors in spelling, punctuation and grammar.	
I can read aloud what I have written with appropriate intonation to make the meaning clear.	
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.	

<b>Vocabulary, Grammar and Punctuation</b>	
I can use full stops, capital letters, exclamation marks and question marks mostly correctly in my writing.	
I can demarcate some sentences using capital letters and full stops.	
I can use commas for lists and to demarcate expanded noun phrases.	
I can use apostrophes for contracted forms and the possessive (singular).	
I can use sentences with different forms: statement, comma, question, exclamation, command.	
I can use expanded noun phrases to expand and specify.	
I can use the present and past tenses mostly correctly and consistently, including the progressive form.	
I can use some subordination (when, if, that or because) and use coordination to join clauses (or, and, but).	

	<b>Emerging</b>	<b>Emerging +</b>	<b>Developing</b>	<b>Developing+</b>	<b>Secure</b>	<b>Secure+</b>
Score	4-7	8-10	11-15	16-21	22-25	26+