

Year 2 - Writing

Greater Depth	What it looks like
The pupil can after discussions with the teacher:	Across a range of pieces:
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	• describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • choice of language and writing style mirrors that of a breadth of reading high quality literature
• make simple additions, revisions and proof-reading corrections to their own writing	• there is evidence of improving word choice and restructuring of sentences for cohesion
• use the punctuation taught at key stage 1 mostly correctly[^]	• capital letters, full stops, question marks, exclamation marks are used effectively for the audience • use of commas in a list • use of apostrophes for contraction and possession
• spell most common exception words*	• spelling is accurate across most pieces of writing; errors have been recognised and corrected
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*	• suffixes are used consistently
• use the diagonal and horizontal strokes needed to join some letters.	

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).