

Writing at the expected standard in Y2

Working at the expected standard	
	write simple, coherent narratives about personal experiences and those of others
	write about real events, recording these simply and clearly
	demarcate most sentences in their writing with capital letters and full stops,
	use question marks correctly when required
	use present and past tense mostly correctly and consistently
	use co-ordination (e.g. and, but, or) to join clauses
	use <u>some</u> subordination (e.g. when, if, that, because) to join clauses
	Spelling <u>many</u> words correctly and making phonically-plausible attempts at others
	spell <u>many</u> common exception words (tricky words)
	use spacing between words that reflect the size of the letters



For a child to be at 'expected standard', all the above criteria need to be met.

To the right is 'greater depth'. Again, all need to be met to be deemed at this level (in June/July)

Working at greater depth	
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
Make simple additions, revisions and proof-reading corrections to their work	
use punctuation taught at KSI <u>mostly</u> correctly	?
	!
	commas in a list
	ENP
	' for possession
	' for omission
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	
spell <u>most</u> common exception words (tricky words)	
use diagonal and horizontal strokes needed to join some letters	

What do children typically find most challenging from this?

- checking all sentences make sense
- essential punctuation (.?) and capital letters
- breaking up sentences with full stop (or conjunction
- spelling (Common Exception Words)
- handwriting

Supporting at home

Consistent (daily) reading with an adult

- Increase 'reading mileage' by seeking opportunities to read e.g. number plates, signs, menus, recipes, games instructions, leaflets, texts, emails, children's magazines or newspapers
- Read some sentences to your child and get them to model it back to you (a good strategy to secure fluency or expression). Use this and share reading load if your child is tired/unwilling). Model that you are also a keen reader!
- Check they are pausing at full stops
- Make it a routine - same time and place every day, same expectations
- Make it cosy or fun - give children an additional rationale to engage (e.g. It's also cuddly time with a parent, or we have a hot chocolate while we read)
- Share the reading load when your child is tired or unwilling - my turn, your turn
- Choose texts they love

Supporting at home

Oracy - modelling high quality language through speaking

- modelling speaking in full sentences
- insisting children speak in full sentences (avoiding starting a sentence with and, but so)

Supporting at home

Writing - make it fun (with non-negotiables!)

- Make it fun and purposeful! e.g. letter or part of a letter to someone, short story, thank you note
- Try to keep it simple and accurate where possible (quality over quantity)
- Overteach sentence structure and punctuation (capital letters, full stops, sentences making sense). Play games like fix the sentence to practise checking this.
- Practise using conjunctions (and, but, because, if) to extend a sentence (look out for and correct them if using and/but/so to start a sentence!)

Supporting at home

Writing - make it fun (with non-negotiables!)

- Improve vocabulary (word of the day, synonym challenges)
- Build their confidence and keep it pressure free! Praise the effort not just the results and find the positives (there will be many!)
- Avoid over-correcting at first (celebrate ideas)



- Celebrate their writing by displaying it at home or asking them to share it with their class teacher!

Supporting at home

Spelling - overlearn (lots of practise is key!)

- Little, often, integrated into daily routine
- Try not to see spellings as simply right or wrong. Perhaps focus on which parts of the words we can spell and which parts of the words we cannot **yet** spell and need to focus on.
- Remember the link between reading and spelling - we cannot become better spellers unless we are also reading more. Highlight where else you see the spelling word - in books, on signs, in menus, etc.

Supporting at home

Handwriting - little and often!

- Use the weekly spelling as an opportunity to practise
- Helpful advice and resources on school website
- End of Y1 objectives that must be met in Y2 for expected standard



<https://barnesprimaryschool.co.uk/curriculum/writing-new/04-handwriting/>

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.