



Key Performance Indicators				Performance Standard
Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	
<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>i. writing narratives about personal experiences and those of others (real and fictional)</p> <p>ii. writing about real events</p> <p>iii. writing poetry</p> <p>iv. writing for different purposes.</p> <p>Consider what they are going to write before beginning by:</p> <p>i. planning or saying out loud what they are going to write about</p> <p>ii. writing down ideas and/or key words, including new vocabulary</p> <p>iii. encapsulating what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>i. evaluating their writing with the teacher and other pupils</p> <p>ii. re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>iii. proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Spell by:</p> <p>i. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>ii. learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>iii. learning to spell common exception words</p> <p>iv. learning to spell more words with contracted forms</p> <p>v. learning the possessive apostrophe (singular) [for example, the girl's book].</p> <p>vi. distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>i. learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use:</p> <p>i. sentences with different forms: statement, question, exclamation, command</p> <p>ii. expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>iii. the present and past tenses correctly and consistently including the progressive form</p> <p>iv. subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>v. the grammar for year 2 in English Appendix 2</p> <p>vi. some features of written Standard English/</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.</p> <p>A child can:</p> <ul style="list-style-type: none"> ❖ use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words; ❖ spell words in a phonically plausible way, even if sometimes incorrectly; ❖ apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words; ❖ explain how different types of writing, including narratives, are structured and apply this to their own and others' writing; ❖ think aloud as they collect ideas, draft and re-read to check their meaning is clear; ❖ play roles and improvise scenes in various settings; and ❖ use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing e.g. subordination and coordination.

Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:	Number of KPI's achieved:	Y2 level:	Y2 score:
1 - 5	2d	25	6 - 9	2c	26	10 - 14	2b	27	15	2a	28