YEAR 2 RECOVERY MILESTONES

Add Y1 TAF assessment skills to the milestone or merge into provision e.g. grammar warm ups/spelling/phonics/reading/editing
GUIDING PRINCIPLES:
'Focus Skills' are sentence level skills followed by language skills for purpose and audience (using the correct language for a newspaper for example)
Skills that require children to 'use a range' are extensions that build expertise so can be taught after the KPI has been secured.
Specific word level skills e.g. modal verbs can be taught through modelling and games.

On-going		1	2	3	4	5	6
Form correctly sized and orientated lower-case letters, capital letters and digits e.g. linked to the school's handwriting policy but this is a minimum							
Use spacing between words that reflects the size of the letters e.g. linked to the school's handwriting policy but this is a minimum							
Use full stops and capital letters mostly accurately e.g. include edited writing							
Term 2							
1	Use simple *expanded* noun phrases to describe and specify e.g. the blue butterfly						
2	Use 'and' to join simple sentences e.g. I went to the park and I met my friend/compound sentences						
3	Use co-ordination (**but**/**and**/or/so) e.g. I was wet but we still had to go outside.						
4	Generally, use the **present** and **past** tense accurately e.g. subject verb agreement I was/we were						
5	Write about more than one idea and group related information e.g. ordering information into simple sections with 2-4 related sentences
Taught through modelling and the writing process						
Term 4							
6	Use subordination (**when**/if/that/**because**) to add extra information e.g. The children were cold because they had forgotten their coats.						
7	Use question marks and **exclamation marks*** mostly accurately
Revisit sentence demarcation.
*focus on exclamation marks to express emotion						
8	Use sentences with all different forms: **statement**, **question***, exclamation, **command**
*Use this statement to also teach accurate use of question marks.						
9	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' e.g. can include edited writing/with support						
10	Use commas to list e.g. I was cold, wet and miserable. Use this skill to revisit expanded noun phrases.
Revisit expanded noun phrases through teaching this skill
GDS boosting target also						
Term 6							
11	Describe character and setting using: noun phrases, adverbs, adjectives, prepositional phrases e.g. Little Red Riding Hood walked carefully through the deep dark forest.						
12	Use main narrative and non-fiction language feature e.g. adjectives/adverbs/prepositional phrase to describe, power or three, imperative verbs for instructions – genre specific language features						
13	Use main narrative and non-fiction organisational features e.g. beginning/middle/end narratives, headings and sub-headings, beginning to explore paragraphs – genre specific organisational features						
Ongoing	Can spell the range of Y2 phonemes – linked to school's phonics programme						
	Can spell the Y2 common exception words and homophones e.g. can use word banks/dictionaries/editing						

Skills removed from milestones can be merged into other parts of the English provision	
Grammar /Spelling Warm-ups or sessions	Greater Depth boosters or editing
• Use apostrophes for contracted forms e.g. don't, I'm - spelt correctly
• Use apostrophes for singular possession e.g. Tom's football - spelt correctly
• Use accurate verb/tense e.g. we were *not we was* and subject /verb e.g. the trees are *not the trees is* agreement (teach during retelling, oral rehearsal and editing)	• Use the progressive form in present and past tense e.g. I was running/we are running
• Use commas in lists e.g. the angry, hungry giant wanted his tea.
• Can spell words using Y2 suffixes and rules for plurals e.g. can use word banks/dictionaries/editing Use diagonal and horizontal strokes needed to join appropriate letters e.g. linked to school's programme