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| **Year 2**  Agreed  non-negotiables from previous year groups | * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters / Use spacing between words that reflects the size of the letters * Simple noun phrases / Simple sentence often demarcated with a FS and CL / Some use of ? and ! | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Plan by talking about ideas and vocabulary | |  |  |  |  |  |  |
| 1. Record ideas e.g. story maps/flow charts | |  |  |  |  |  |  |
| 1. Orally rehearse sentences before writing | |  |  |  |  |  |  |
| 1. Read their own writing aloud clearly with appropriate intonation | |  |  |  |  |  |  |
| 1. Use simple *expanded* noun phrases to describe and specify e.g. the blue butterfly | |  |  |  |  |  |  |
| 1. Use commas to list e.g. I was cold, wet and miserable. | |  |  |  |  |  |  |
| 1. Use co-ordination (but/and/or/so) e.g. It was wet but we still had to go outside. | |  |  |  |  |  |  |
| 1. Use the present and past tenses correctly and consistently e.g. include edited writing | |  |  |  |  |  |  |
| 1. Use full stops and capital letters consistently e.g. include edited writing | |  |  |  |  |  |  |
| **Term 2 Milestones completed** | | | | | | | |
| 1. Use apostrophes for contractions e.g. don’t can’t she’d linked to common exception words and phonics programme | |  |  |  |  |  |  |
| 1. Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats. | |  |  |  |  |  |  |
| 1. Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma! | |  |  |  |  |  |  |
| 1. Use exclamation marks, question marks mostly accurately e.g. ! as a punctuation mark as well as to end an exclamatory phrases | |  |  |  |  |  |  |
| **Term 3 Milestones completed** | | | | | | | |
| 1. Use the progressive continuous verb form e.g. I was running/They were shouting | |  |  |  |  |  |  |
| 1. Use apostrophes for singular possession e.g. Tom’s coat | |  |  |  |  |  |  |
| 1. Use some features of standard written English e.g. linked to text type such as commands in instructions and persuasive phrases would you like to come/Have you ever wondered why…/story language - revisit sentence forms | |  |  |  |  |  |  |
| 1. Create simple character in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/coordinating, subordinating conjunctions | |  |  |  |  |  |  |
| 1. Create simple setting in narrative e.g. power of 3, noun phrases, expanded noun phrases, appropriate word choices, use of more adventurous words/est/ness/less/, coordinating, subordinating conjunctions | |  |  |  |  |  |  |
| 1. Write about more than one idea and group related information e.g. begin to use paragraphs, use genre specific structures such as ingredients and steps when writing instructions, coordinating, subordinating conjunctions | |  |  |  |  |  |  |
| **Term 4 Milestones completed** | | | | | | | |
| 1. Create simple plot in narrative e.g. adjectives, noun phrases, expanded noun phrases, beginning/middle/end, appropriate word choices, use of more adventurous words, coordinating, subordinating conjunctions | |  |  |  |  |  |  |
| 1. Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs | |  |  |  |  |  |  |
| 1. Use the main language features of non-fiction e.g. precise noun, past and present tense, first or third person, adjectives, similes, text type specific, adverbs for time | |  |  |  |  |  |  |
| 1. Use the main organisation features of narrative and non-fiction e.g. beginning/middle/end, genre specific, headings and sub-headings, labels, captions, noun and pro-noun chains to link ideas, coordinating, subordinating conjunctions | |  |  |  |  |  |  |
| 1. Spell Y2 common exception words and homophones e.g. include edited writing | |  |  |  |  |  |  |
| 1. Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing | |  |  |  |  |  |  |
| 1. Spell words containing Year 2 phonemes e.g. include edited writing | |  |  |  |  |  |  |
| **Term 5 Milestones completed** | | | | | | | |
| 1. Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls | |  |  |  |  |  |  |
| 1. Proof read and edit their writing e.g. use Y2 spelling rules, word banks, displays | |  |  |  |  |  |  |
| 1. Write a range of fictional and real texts for different audiences and purposes e.g. linked to topic/quality text/wow days/opening experiences/talk for writing teaching sequences | |  |  |  |  |  |  |
| 1. Write simple poetry e.g. taught in term 2/4/6 | |  |  |  |  |  |  |
| 1. Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | |  |  |  |  |  |  |
| **Term 6 Milestones completed** | |  |  |  |  |  |  |