

Year 2 Agreed non-negotiables from previous year groups	<ul style="list-style-type: none"> 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 ! 	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1. Plan by talking about ideas and vocabulary							
2. Record ideas e.g. story maps/flow charts							
3. Orally rehearse sentences before writing							
4. Read their own writing aloud clearly with appropriate intonation							
5. Use simple expanded noun phrases to describe and specify e.g. the blue butterfly							
6. Use commas to list e.g. I was cold, wet and miserable.							
7. Use co-ordination (but/and/or/so) e.g. It was wet but we still had to go outside.							
8. Use the present and past tenses correctly and consistently e.g. include edited writing							
9. Use full stops and capital letters consistently e.g. include edited writing							
Term 2 Milestones completed							
10. Use apostrophes for contractions e.g. don't can't she'd linked to common exception words and phonics programme							
11. Use subordination (when/if/that/because) to add extra information e.g. The children were cold because they had forgotten their coats.							
12. Use sentences with all different forms: statement, question, exclamation, command e.g. What big ears you have grandma!							
13. 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							
14. Use the progressive continuous verb form e.g. I was running/They were shouting							
15. Use apostrophes for singular possession e.g. Tom's coat							
16. 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							
17. 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							
18. 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							
19. 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							
20. 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							
21. Use the main language features of narrative e.g. noun phrases, past and present tense, first or third person, adjectives, similes, story language, adverbs							
22. 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							
23. 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							
24. Spell Y2 common exception words and homophones e.g. include edited writing							
25. Spell longer words using suffixes including: -ment, -ness, -ful, -less, -ly. and rules for plurals e.g. include edited writing							
26. Spell words containing Year 2 phonemes e.g. include edited writing							
Term 5 Milestones completed							
27. Evaluate their writing through discussion and make improvements to clarify the meaning e.g. link to use of word banks and unit working walls							
28. Proof read and edit their writing e.g. use Y2 spelling rules, word banks, displays							
29. 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							
30. Write simple poetry e.g. taught in term 2/4/6							
31. 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							