

### Exceeding Expectations:

- Descriptions are clear enough for the reader to recognise what is being described
- Take time to describe characters and events within stories, rather than move from one event to another
- Use some phrases and words that they come across in reading
- Use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest
- Stories have interesting endings that have been carefully thought about
- Consistent in using the *first or third person*
- Keep writing interesting throughout and not be tempted to look at quick ways to finish it
- Check that capital letters, commas and question marks are used when needed and attempt to use speech marks
- Use a dictionary to check spellings of words
- Use specific nouns (a word that identifies a person, place or thing) when needed, e.g. 'Dalmatian' instead of 'dog'

A **phoneme** is the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound.



A grapheme is a letter or a group of letters representing one sound eg; ee can be represented as ea as in the word sea or ee as ie as in the word chief.

# Lammack Primary School



End of  
year  
expectations  
Year 2  
Writing

This booklet has been produced as an aid to help you and your child with the skills that are required this year; these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their home-work. Thank you.

**Transcription:** representation of language in written form  
(handwriting, spelling)

**Composition:** the mechanics of writing (language knowledge, organisation, grammar)



### Expectations: Composition

- Write narratives about personal experiences and those of others (real and fictional)
- Write for different purposes, including real events
- Plan and discuss the content of writing and write down ideas
- Orally rehearse structured sentences or sequences of sentences
- Evaluate writing independently, with peers and with teacher
- Proof-read to check for errors in spelling, grammar and punctuation
- Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use conjunctions such as *when, if, that, because, and, but* to join two parts of a sentence.
- Use present and past tenses correctly and consistently



### Expectations: Transcription

- Segment (split up) spoken words into phonemes and record these as graphemes
- Spell words with different alternative spellings, including a few common homophones (One of two or more words, such as night and knight, that are pronounced the same but differ in *meaning* and sometimes spelling)
- Spell longer words using suffixes such as **ment**, **ness**, **ful**, **less**, **ly**

A suffix is a group of letters added after a word or base (e.g. - farmer)



- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify known phonemes in unfamiliar words and use syllables to divide words
- Form lower case letters of the correct size relative to one another
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

