

NON- NEGOTIABLES

On entry to Year 2 children should be able to:

- spell the Year 1 common exception words
- accurately read and write using the Year 1 phonemes
- add –er, -est, -ing, -ed where there’s no change in the spelling of the root word
- form lower case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family
- proof read and edit their writing using word banks, displays, guided work and response to marking

	Skills Progression	Example	IF: EXS	IF: GDS	Compostion
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	stories, diaries, letters, instructions, reports, recounts, persuasive posters and letters, poetry	✓		<ul style="list-style-type: none"> • Record ideas e.g. through story maps, flow charts • Orally rehearse sentences before writing • Create simple plots in narratives with an opening, build up, dilemma, resolution/ending based on class reading and stories with repetitive structures e.g. Emily Brown & the Thing, fairy tales, The Tin Forest • Create simple characters in narratives e.g. heroes and villains, 2-3 main characters, describe appearance, feelings • Create simple settings in narratives e.g. the woods, under the sea, space • Use the main language features of narrative e.g. <ul style="list-style-type: none"> - story language - powerful verbs - tense - third person - power of 3 e.g. He wore old shoes, a dark cloak and had a scruffy beard. • Use recurring language e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide • (Continued onto 2nd page)
2	Use full stops and capital letters consistently		✓		
3	Use sentences with different forms: statements		✓		
4	Use noun phrases to describe and specify	A huge, scary monster. A brilliant day out.	✓		
5	Use co-ordination (and/but/or/yes/so)	It was cold but we still had to go outside.	✓		
6	Use sentences with different forms: questions		✓		
7	Use question marks accurately		✓		
8	Use a variety of simple pronouns (within IF criteria bullet point 1)	her, she, the girl, Lucy	✓		
9	Use the progressive form of verbs	I was running . They are cooking dinner. We were playing in the garden. . It was raining all day.	✓		
10	Use sentences with all different forms: commands	Come to the party. Bring all your friends.	✓		
11	Use subordination (when/if/that/because) to add extra information	Emily Brown was fed up because she couldn't get to sleep.	✓		
12	Use the present and past tenses correctly and consistently		✓		
13	Use a variety of simple, compound and complex sentences (within IF criteria bullet point 5)	Using co-ordinating and subordinating conjunctions	✓		
14	Maintain stamina in longer pieces of writing (within IF criteria bullet point 1)		✓		
15	Use some features of standard written English (within IF criteria bullet points 1 and 4)	e.g. story language, persuasive phrases such as Would you like to...? Have you ever wondered why..?	✓		
16	Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Accurate verb/tense and subject/verb agreement. Effective vocabulary choices	✓		
17	Spell many / most of the Y2 common exception words and homophones	See NC list	✓		
18	Spell many / most words with the range of Y2 phonemes mostly correctly		✓		
19	Add -er, -ed, -ing, -est to words where a change to the root word is needed	Bigger, biggest / happier, happiest / sadder, saddest	✓		
20	Add -ies to words to make plurals where a change to the root word is needed	Flies, babies, replies, carries	✓		
21	Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing		✓		
22	Read their writing aloud with intonation to make the meaning clear		✓		
23	Use a dictionary	Find words by initial letter	✓		
24	Use sentences with different forms: exclamations	What an amazing day we had!	✓		

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- proof read and edit their writing using word banks, displays, guided work and response to marking

Skills Progression		Example	IF: EXS	IF: GDS	Compostion
GD 1	Use commas in lists	The dragon was big, scary and dangerous.		✓	<ul style="list-style-type: none"> • Use the main language features of non-fiction e.g. <ul style="list-style-type: none"> - imperative verbs for instructions - adverbs such as firstly, next, then - third person for reports • Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections
GD2	Use exclamation marks as an indication to the reader	The dragon was huge! It was great fun!		✓	
GD3	Use apostrophes for contractions	don't, can't, won't, didn't		✓	
GD 4	Use apostrophes for singular possession	Katy's bike. The teacher's desk.		✓	
GD 5	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations			✓	
GD 6	Spell most of the Y2 common exception words and homophones	See NC list		✓	
GD 7	Spell most words with the range of Y2 phonemes mostly correctly			✓	
GD 8	Use joined handwriting most of the time			✓	
GD 9	Spell words with the suffixes -ment, -ness, -less, -ful, -ly	Excitement, sadness, hopeless, suddenly, joyful, cheerful		✓	
GD 10	Write effectively for a range of purposes and audiences			✓	
GD 11	Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing on their own reading			✓	
GD 12	Consistently use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 13	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 14	Consistently apply Y2 spelling expectations across their writing			✓	