



Standard	Year 2 (Interim Framework)
<b>Working Towards (WTS)</b>	<p>Segment words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell some Y2 common exception words correctly.</p> <p>Use some suffixes to spell some words correctly (e.g. -ing, -ed, -er, -es, -ly).</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Demarcate some sentences with capital letters and full stops.</p> <p>To use finger spaces between words Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.</p> <p>Use some noun phrases.</p> <p>Write simple and compound sentences with evidence of using 'and' and at least one other conjunction to join clauses correctly.</p>
<b>Expected (EXS)</b>	<p>Segment words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>Spell many Y2 common exception words correctly.</p> <p>Use some suffixes to spell some words correctly (e.g. -ing, -ed, -er, -es, -ly, -est, -ful).</p> <p>Form capital letters and digit of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflect the size of the letters.</p> <p>Demarcate most sentence with capital letter and full stops.</p> <p>Mostly correct use of question marks and exclamation marks when required.</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write for different purposes showing some awareness of purpose/audience.</p> <p>Use some expanded noun phrases to describe and specify.</p> <p>Show evidence of attempting adventurous/interesting vocabulary Use co-ordination (e.g. and, but, or, so) to join clauses.</p> <p>Use some subordination (e.g. because, if, that) to join clauses.</p> <p>Use past and present mostly correctly and consistently.</p>
<b>Greater Depth (GDS)</b>	<p>Spell most Y2 common exception words correctly.</p> <p>Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly).</p> <p>Use the diagonal and horizontal strokes needed to join some letters Use commas in a list.</p> <p>Use apostrophes for contractions.</p> <p>Use apostrophes for possession.</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar of their writing.</p> <p>Show evidence of attempting some ambitious vocabulary.</p> <p>Begin to organise their writing using paragraphs.</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing.</p>

	<p>Confidently use coordinating conjunctions to join clauses.</p>
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	<p>Begin to use a range of subordinating conjunctions to form complex sentences.</p>
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