

Y2	Domain: Writing - Composition		
Sentence structure and punctuation	Text structure and organisation	Vocabulary	
Develop their understanding of the concepts in Appendix 2 of the statutory requirements. 1.Consistent use of tenses. (Including verbs in continuous form, present and past) <i>e.g. ‘they are’ rather than ‘they is’ and ‘I saw’ rather than ‘I seen’.</i> 2.Use of subordination – <i>when, if, that, because.</i> 3. Use of co-ordination – <i>and, but, so, then.</i> 4.Sentences openings – varied for clarity. <i>E.g. ‘Slowly, the wolf crept into the house.’ And ‘The big grey wolf howled furiously.’</i> 5.Use of different forms of sentence: statement, command, question, exclamation. 6.Evidence of expanded noun phrases used to describe or specify. <i>E.g. The dragon – The green dragon – The charming green dragon. Specify = ‘a bird in its nest.’</i> 7.Capital letters and full stops usually used correctly. (90%) 8.Question marks and exclamation marks usually used correctly. (90%) 9.Some use of apostrophes of possession. <i>E.g. Grandma’s house.</i> 10. Some use of apostrophes of omission. <i>E.g. ‘It’s mine’, ‘He’s late.’</i> 11. Some features of written Standard English evident in writing e.g. ‘They saw the dog.’ rather than ‘He seen the dog.’	1.Writing shows some of the language and structural features of the given text-type / genre. E.g. recounts, instructions, non-chronological reports and narrative 2. Writing shows an awareness of purpose, form and audience. 3.Evidence of a basic sequencing of ideas. <i>E.g. time related words or phrases, line breaks, headings, numbers.</i> 4. Opening and closing signalled. <i>E.g. Introduction / Development/Conclusion in non-fiction. Beginning, Middle and End in narrative.</i> 5. Related points are placed next to one another. 6.Narrative includes setting, character and plot. 7. Developing a positive attitude towards writing for different purposes.. 8.Developing their writing stamina.	1.Evidence of adventurous vocabulary being used in narratives to add impact, detail or interest. 2.Non-fiction writing contains examples of technical or subject-specific vocabulary .e.g. <i>a report on a new bicycle would include words such as ‘gear’, ‘chain’,’ handlebar ’, ‘frame’, ‘spokes’, ‘saddle’, ‘brake’.</i> 3.Uses new vocabulary and patterned phrases from their reading / own wider experiences/ discussions to help engage / interest the reader. 4. Takes an interest in / enjoys exploring new vocabulary to support their writing. For spelling expectations see Appendix 1 National Curriculum Basic learning acquiring and refining skills - emerging Consolidate learning – developing Practise skills Secure learning – applying skills - expected Deeper learning –extending skills exceeding	