



Writing - End of year expectations for YR2

- Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination)
- Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play
- Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat
- Develop stamina for writing in order to write at length
- Evaluate their writing with adults and peers
- Proofread to check for errors in spelling, grammar and punctuation
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- Learn to spell common exception words (see below)

Spell words with:

- the /dʒ/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant)
 - the /s/ sound spelt c before e, i and y, e.g. ice, cell
 - the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat
 - the /ɹ/ sound spelt wr at the beginning e.g. wrote, wrong
 - the /l/ or /əl/ sound spelt -le at the end of words, e.g. table, apple
 - the /l/ or /əl/ sound spelt -el at the end of words, e.g. camel, tunnel
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- Form lower-case letters of the correct size relative to one another
 - Orientate capital letters correctly
 - Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words