

Name: <b>SEND/EI</b>		Year group joined/date: _____
PP: Yes/No _____		English Composition
	Year 2 Expected	Year 2 Greater depth
<b>PLANNING</b>	Plan or say out loud <b>with a partner</b> what they are going to write about and write down ideas and key words including new vocabulary	
<b>DRAFT and WRITE</b> including vocabulary, grammar and punctuation <b>engaging with the appropriate terminology</b>	Can use sentences with different forms <b>in their writing</b> : statement, question, exclamation, command	Use specific nouns when needed e.g. 'terrier' instead of dog
	Correctly and consistently use verbs to indicate time, including verbs in the continuous form i.e. <b>use present and past tense mostly correctly and consistently</b>	Writing grips the reader's interest, begin to use adverbs such as suddenly.  Consistent in using the first or third person
	Use co-ordination (or, and, but) and some subordination (when, if, that, because) E.g. (Little Max ran upstairs to his bedroom because mum told him off.)	
	Use and identify the terminology: Present tense Past tense Questions and question marks Exclamation and exclamation marks Statements and commands Singular and plural Verb and adverbs Noun and noun phrase Adjective Conjunction Alliteration apostrophe	Commas
	Punctuate <b>most sentences</b> using full stops, capital letters with some use of question marks and exclamation marks. Spell some words with contracted forms correctly using apostrophes.	<b>Begin to use inverted commas.</b> Use the full range of punctuation taught at key stage 1 mostly correctly including: commas for lists and apostrophes to mark singular possession in nouns.
	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Spell many common exception words. Adding suffixes to spell some words correctly in their writing e.g. ing, ed etc.	Spell most words with contracted forms Spell most common exception words Add suffixes to spell most words correctly in their writing
<b>Character</b>	Use some expanded noun phrases to describe and specify e.g. <b>to describe a character's appearance or a story setting.</b>	<b>Confidently use adjectives to describe a character</b>
<b>Plot</b>	<b>Write a story with a clear beginning, middle and end</b>	Stories have interesting endings that have been carefully thought about.

Non Fiction	Organise writing using simple subheadings	
EVALUATE and EDIT	<p>Evaluate their writing with the teacher and other pupils, explaining their language choices</p> <p>Can proof read to check for missing full stops and capital letters</p> <p>Re-read what is written to check that it makes sense and that the verb 'to be' is used accurately correcting any errors e.g. (we <u>was</u> having a great time)</p>	Use a dictionary to check spellings
HANDWRITING	<p>Use the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Use the diagonal and horizontal strokes needed to join letters in most of their writing.</p>