



YEAR 2 WRITING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 2
Write sentences that are sequenced to tell a short narrative
Demarcate some sentences with capital letters
Demarcate some sentences with full stops
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
Spell some common exception words correctly
Form lower-case letters in the correct direction, starting and finishing in the right place
Sometimes write letters in the correct size
Put spaces between words
Working at expected standard for Year 2
Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write about real events, recording these simply and clearly
Use capital letters mostly correctly in sentences
Use full stops mostly correctly
Use some ? and ! correctly when required
Use present tense mostly correctly (simple and progressive)
Use past tense mostly correctly (simple and progressive)
Use co-ordination (eg and / or / but) correctly
Use some subordination (eg when / if / that / because) to join clauses
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (eg their, there, they're; too, to, two)
Spell many common exception words
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Use spacing between words that reflects the size of the letters.
Greater depth at Year2
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Make simple additions, revisions and proof-reading corrections to their own writing

Use the punctuation taught at key stage 1 mostly correctly:
. ? !
apostrophes to contract words
commas in a list
Spell most common exception words
Add suffixes to spell most words correctly (eg ment, -ness, -ful, -less, -ly)
Use of the suffixes –er and –est in adjectives and –ly to turn adjectives into adverbs.
Use diagonal and horizontal strokes to join some letters

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.