Cookridge Primary School: Year 2 Objectives - Writing

The following objectives need to be secured in a range of different writing genres and contexts for different audiences.							
Basic Skills (Fluency) by the end of Year 2:	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
1. Be able to use Phase 5 phonemes (within context), in phonically decodable, irregular and nonsense words using embedded strategies (Phoneme fingers) for spelling.						
2. Form lower case, capital letters and numerals (0-9) in the correct direction, starting and finishing in the right place.						
3. Alternative spellings for phonemes.						
4. Spell **most** common exception words (Year 2).						
5. Independently construct correctly formed simple and compound sentences with capital letters and full stops.						
Key Learning for Secure	Baseline	Aut 2	Spr 1	Spr 2	Sum 1	Final
Phonics P1 — Segmenting spoken words into phonemes and representing these by graphemes, spelling **many** correctly.						
Phonics P2 — Adding suffixes to spell **some** words correctly in their writing e.g. –ment, -ness, -ful, -less, -ly.						
Handwriting H1 — Writing capital and lower case letters and digits of the correct size, orientation and relationship to one another, including ascenders and decenders.						
Handwriting H2 — Using the diagonal and horizontal strokes needed to join letters in some of their writing.						
Grammar, Punctuation and Composition GPC1 — Using sentences with different forms in their writing (**Statements**).						
GPC2 — Using sentences with different forms in their writing (**Questions**).						
GPC3 — Using sentences with different forms in their writing (**Exclamations and commands**).						
GPC4 — Demarcating **some** sentences using question marks and exclamation marks correctly.						
GPC5 — Spelling **some** words with contracted forms*.						
GPC6 — Using present and past tense **mostly** correctly and consistently.						
GPC7 — Using **some** expanded noun phrases to describe and specify.						
GPC8 — **Using** co-ordination (or / and / but) and **some** subordination (when / if / that / because).						

All writing should be orally rehearsed before writing, whether through role play or other pedagogical approaches