

### Terminology for pupils

By the end of year 2 pupils should be familiar with the following terminology to discuss their writing.

noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

	A4	A5	A6
<u>Composition</u>	Can write for different purposes, including real and fictional narratives.	Can write for different purposes, including real and fictional narratives and poetry.	Can write for different purposes, including real and fictional narratives, poetry and real events.
	Can create <b>subordination</b> using <i>because</i> .	Can create <b>subordination</b> using <i>if, because</i> .	Can create <b>subordination</b> using <i>when, if, that, because</i> .
	Can create <b>co-ordination</b> using <i>and</i> .	Can create <b>co-ordination</b> using <i>and, but</i> .	Can create <b>co-ordination</b> using <i>or, and, but</i> .
	Can write simple <b>noun phrases</b> for description and specification for example, <i>plain flour</i> .	Can write <b>expanded noun phrases</b> for description and specification for example, <i>the blue butterfly</i> .	Can write <b>expanded noun phrases</b> for description and specification where there is expansion after the noun for example, <i>the man in the moon</i> .
	Can plan their writing by saying out loud what they are going to write about.	Can plan their writing by writing down ideas or key words linked to what they are going to write about.	
	<b>Sometimes</b> uses correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.	<b>Many</b> examples of correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.	Can <b>mostly</b> make the correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.
		Can <b>sometimes</b> use the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress for example, <i>she is drumming, he was shouting</i> .	Can <b>mostly</b> use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress for example, <i>she is drumming, he was shouting</i> .
	Can <b>sometimes</b> proof-read to check for errors in spelling, grammar and punctuation. For example, ends of sentences punctuated correctly.	Can proof-read to check for errors in spelling, grammar and punctuation <b>many times</b> . For example, ends of sentences punctuated correctly.	Can <b>mostly</b> proof-read to check for errors in spelling, grammar and punctuation. For example, ends of sentences punctuated correctly.
	Can, with adult support, re-read their work checking that it makes sense.	Can re-read their work checking that it makes sense.	Can, re-read their work checking that it makes sense and that verbs to indicate time are used correctly and consistently.
			Can read aloud what they have written with appropriate intonation to make the meaning clear.

# Spelling

Spelling	<u>Can add suffixes where the final consonant needs doubling:</u>	<u>Can add suffixes where the e is dropped:</u>	<u>Can add suffixes where the y is dropped and i is added:</u>
	Use of the <b>suffixes</b> -ed, -ing for <b>tense</b> (for example, swim/swimming, hum/hummed).	Use of the <b>suffixes</b> -ed, -ing for <b>tense</b> (for example, bake/baked/baking, smile/smiled/smiling).	Use of the <b>suffix</b> -ed for <b>tense</b> (for example, cry/cried, copy/copied).
	Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> to compare (for example, fat/ fatter/ fattest).	Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> to compare (for example, nice/ nicer/ nicest).	Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> to compare (for example, happy/ happier/ happiest).
		Formation of <b>adjectives</b> using <b>suffixes</b> -ful (for example, help/helpful, hope/hopeless)	Formation of <b>adjectives</b> using <b>suffixes</b> -ful, -less. (for example, help/helpful, hope/hopeless)
		<u>Without changing</u> the root word (for example, care/careful, help/ helpful)	<u>Without changing</u> the root word (for example, care/careful/careless, help/ helpful/helpless)
	Can form <b>nouns</b> using <b>suffixes</b> such as -er	Can form <b>nouns</b> using <b>suffixes</b> such as -er, -ness	Can form <b>nouns</b> using <b>suffixes</b> such as -er, -ness – ment
	<u>Without changing</u> the root word (for example, teach/teacher, build/builder, read/reader)	<u>Without changing</u> the root word (for example, kind/kindness, sad/sadness, bright/brightness)	<u>Without changing</u> the root word (for example, enjoy/enjoyment, pay/payment)
	Can spell <b>some</b> simple homophones, e.g. to/two/too and there/their/they're, etc	Can spell <b>many</b> simple homophones, e.g. to/two/too and there/their/they're, etc.	Can spell <b>many</b> simple homophones, e.g. to/two/too and there/their/they're and near homophones e.g. quiet/quite.
	Can use -ly in Standard English to turn adjectives into <b>adverbs</b>	Can use -ly in Standard English to turn adjectives into <b>adverbs</b>	Can use -ly in Standard English to turn adjectives into <b>adverbs</b>
	<u>Without changing</u> the root word (for example, quiet/quietly, loud/loudly)	<u>Where the e is dropped</u> (for example, gentle/ gently, terrible/ terribly, horrible/ horribly)	<u>Where the y is dropped and i is added</u> (for example, angry/ angrily)
	Can spell <b>some</b> of the Common Exception Words.	Can spell <b>many</b> of the Common Exception Words.	Can spell <b>most</b> of the Common Exception Words.
	Can segment spoken words into phonemes and represent these by graphemes, spelling <b>some</b> words correctly and making phonically plausible attempts at others.	Can segment spoken words into phonemes and represent these by graphemes, spelling <b>many</b> words correctly and making phonically plausible attempts at others.	Can segment spoken words into phonemes and representing these by graphemes, spelling <b>most</b> correctly.
	Can compound to form nouns e.g. whiteboard, superman, etc.		
	Can <b>sometimes</b> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Can write from memory <b>many</b> simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Can write from memory <b>most</b> simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

<u>Handwriting</u>	Form <b>some</b> lower-case letters of the correct size relative to one another.	Form <b>many</b> lower-case letters of the correct size relative to one another.	Form most lower-case letters of the correct size relative to one another.
	Write capital letters and digits of the correct size.	Write capital letters and digits of the correct size and orientation.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	Can use some diagonal strokes needed to join letters.	Is more secure on diagonal joins and can use some horizontal strokes needed to join letters.	Uses some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	<b>Sometimes</b> uses spaces between words that reflects the size of the letter.		Uses spaces between words that reflects the size of the letter.
<u>Punctuation</u>	<b>Some</b> use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>	<b>Many</b> examples of using of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> .	Can <b>mostly</b> use capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> .
		Can <b>sometimes</b> use <b>commas</b> to separate items in a list.	Uses <b>commas</b> to separate items in a list on <b>many</b> occasions.
		Can <b>sometimes</b> use <b>apostrophes</b> to mark where letters are missing in spelling for example, do not/ don't.	Uses <b>apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns (for example, <i>the girl's name</i> ) used on <b>many</b> occasions.
	Can recognise and write statements and questions.	Can recognise and write statements, questions and commands.	Can recognise and write statements, questions, exclamations and commands.