



## English Assessment Framework: Year 2



| On track to be expected for Year 2 ARE | Autumn  | Spring  | Summer   | GDS extra challenge  |
|--|---|---|--|--|
| Composition (Non-Fiction)              | <ul style="list-style-type: none"> <li>uses a simple plan to support writing</li> <li>Begins to create simple plans to support writing</li> <li>Re-reads what has been written to check it makes sense</li> </ul>   | <ul style="list-style-type: none"> <li>uses basic layout conventions in different forms of writing</li> <li>create simple story plans to support writing • makes simple changes to writing where suggested</li> <li>develops stamina to write at increasing length</li> <li>re-reads own writing to check for sense, basic errors and meaning</li> </ul>  | <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others</li> <li>write about real events, recording these simply and clearly</li> </ul>  | <ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> </ul> |
| Composition (Fiction)                  | <ul style="list-style-type: none"> <li>sequences sentences for short narratives</li> <li>Writes short narratives based on real and fictional experiences</li> <li>Begins to create simple story plans to support narrative writing</li> <li>Re-reads what has been written to check it makes sense</li> </ul> | <ul style="list-style-type: none"> <li>Writes short narratives based on real and fictional experiences which are beginning to show coherence</li> <li>create simple plans to support writing</li> <li>makes simple changes to writing where suggested</li> <li>develops stamina to write at increasing length</li> <li>re-reads own writing to check for sense, basic errors and meaning</li> </ul>   | <ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (Fictional)</li> </ul>   | <ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> </ul> |
| Punctuation                            | <ul style="list-style-type: none"> <li>Writes sentences that makes sense using capital letters and full stops</li> <li>Uses capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> <li>Begins to question marks and exclamation marks in writing</li> </ul>          | <ul style="list-style-type: none"> <li>Uses capital letters and full stops more accurately</li> <li>Is becoming more confident at Using capital letters for names of people, places, days of the week and the personal pronoun 'I'</li> <li>uses commas in lists</li> <li>uses some question marks and exclamation marks in writing</li> <li>uses apostrophe for contraction</li> <li>understands apostrophe for singular possession</li> </ul> | <ul style="list-style-type: none"> <li>demarkate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>uses capital letters for proper nouns accurately</li> <li>uses apostrophe for singular possession more accurately.</li> </ul>  | <ul style="list-style-type: none"> <li>use the punctuation taught at key stage 1 mostly correctly</li> </ul>   |
| Grammar                                | <ul style="list-style-type: none"> <li>Uses 'and' to join words</li> <li>Begins to use coordinating conjunctions or, but, so</li> <li>Uses some descriptive language (adjectives)</li> <li>Begins to understand and uses the terms noun, verb and adjective</li> </ul>  | <ul style="list-style-type: none"> <li>begins to use subordinating conjunctions (joining words) when, if, because, as</li> <li>begins to use past and present tense correctly</li> <li>uses a wide range of expanded noun phrases</li> <li>uses the terms noun, verb and adjective accurately</li> <li>understands and uses the term adverb</li> <li>begins to use adverbs in writing</li> </ul>  | <ul style="list-style-type: none"> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> <li>recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations</li> <li>uses expanded noun phrases, adjectives and adverbs for description and specification</li> </ul> |  |
| Transcription                          | <ul style="list-style-type: none"> <li>forms lower case letters in the correct direction starting and finishing in the right place</li> <li>forms capital letters correctly</li> <li>forms lower case letters of the correct size relative to one another</li> </ul>  | <ul style="list-style-type: none"> <li>handwriting is legible with almost all lower-case letters and capital letters accurately and consistently formed and of the correct size and orientation</li> </ul>  | <ul style="list-style-type: none"> <li>segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spell many common exception words*</li> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>  | <ul style="list-style-type: none"> <li>spells most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</li> <li>use the diagonal and horizontal strokes needed to join some letters</li> </ul>          |



## English Long-Term Plan: Year 2 Cycle A



|                     | <b>Autumn</b>  | <b>Spring</b>   | <b>Summer</b>  |
|---------------------|--|---|--|
| Rich Texts          | <ul style="list-style-type: none"> <li>• The Owl who was Afraid of the Dark</li> <li>• The True Story of the Three Little Pigs</li> <li>• Room on the Broom</li> </ul>   | <ul style="list-style-type: none"> <li>• After the Fall</li> <li>• Mr Wolf's Pancakes</li> <li>• Protecting the Planet: Emperor of the Ice</li> </ul>   | <ul style="list-style-type: none"> <li>• George's Marvellous Medicine</li> <li>• When the Rains Come</li> <li>• Handa's Surprise</li> </ul>  |
| Fiction Writing     | <ul style="list-style-type: none"> <li>• Character/Setting Description</li> <li>• Retelling narratives</li> <li>• Poetry – acrostic</li> </ul>   | <ul style="list-style-type: none"> <li>• Character/Setting Descriptions</li> <li>• Retelling narrative</li> <li>• Poetry – diamantes</li> </ul>   | <ul style="list-style-type: none"> <li>• Character/Setting Description</li> <li>• Retelling narratives</li> <li>• Poetry – haiku</li> </ul>  |
| Non-Fiction Writing | <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Recount</li> </ul>  | <ul style="list-style-type: none"> <li>• Book review</li> <li>• Information Text</li> <li>• Recount</li> </ul>  | <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Letter writing</li> </ul>  |
| Punctuation         | <ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> <li>• Capital letters for proper nouns</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Commas in a list</li> <li>• Apostrophe for singular possession</li> </ul> | <ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Apostrophe for contraction</li> <li>• Capital letters and full stops (consolidation)</li> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Capital letters for proper nouns</li> </ul> | <ul style="list-style-type: none"> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Commas in a list</li> <li>• Apostrophe for singular possession</li> </ul>  |
| Grammar             | <ul style="list-style-type: none"> <li>• Co-ordinating conjunctions</li> <li>• Nouns</li> <li>• Adjectives</li> <li>• Statements/questions/commands/exclamations</li> <li>• verbs</li> </ul>   | <ul style="list-style-type: none"> <li>• subordinating conjunctions</li> <li>• past/present tense</li> <li>• adverbs</li> <li>• Statements/questions/commands/exclamations</li> <li>• Expanded noun phrases</li> <li>• Singular and plural</li> </ul>                   | <ul style="list-style-type: none"> <li>• Co-ordinating/subordinating conjunctions</li> <li>• Past progressive tense</li> <li>• Singular and plural</li> <li>• Adjective to adverbs</li> <li>• Expanded noun phrases</li> </ul> |