

End of Year ARE (TAF Statements)

<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • 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
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Key National Curriculum Objectives for **Autumn**

<p>National Curriculum Handwriting Objectives are a key focus for this term.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) 	<p>Learn to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>Learn how to use both familiar punctuation correctly (see English Appendix 2), including full stops, capital letters,</p>	<p>Learn how to use co-ordination (using or, and, or but)</p>
<ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - write 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 - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • To retell an experience in chronological order. • To discuss an experience and use empathy to understand how a character might feel. • To use noting to highlight key events. • To include emotions and use synonyms. • To write about an experience. 	<ul style="list-style-type: none"> • Know what a noun is and be able to identify them when reading • Know some determiners and where they sit within an expanded noun phrase • Know what an adjective is and that adjectives are included within expanded noun phrases • Know how to use some expanded noun phrases to add detail 	<ul style="list-style-type: none"> • To know what a simple sentence is. • To know a capital letter comes at the start of a sentence and a full stop at the end. • To identify full stops and capital letters. • To be able to say a simple sentence. • To write a simple sentence with accurate basic punctuation. • To correct basic errors in a sentence. • To articulate whether a sentence is complete and where the full stop should go. 	<ul style="list-style-type: none"> • To know that the words ‘and, so, but’ can be used to join ideas • To identify and, but, so in a sentence • To articulate the purpose of and, but, so in a sentence • To know, grammatically, what a simple sentence must contain • To join sentences together using coordinating conjunctions (and, but, so) • In writing, know how to join ideas and simple sentences using ‘and, but, so’

Core Text Types for **Autumn** (further text outcomes can also be completed)

Autumn 1		Autumn 2	
Novel: Spectacular City	Poem: City Jungle	Novel: The Actor, The Rebel and the Wrinkled Queen	Poem: Where Go the Boats?
Key Writing Outcome: Setting Description	Key Grammar Focus: <ul style="list-style-type: none"> • Know how to use some expanded noun phrases to add detail • To write a simple sentence with accurate basic punctuation. 	Key Writing Outcome: Information Text	Key Grammar Focus: <ul style="list-style-type: none"> • To join sentences together using coordinating conjunctions (and, but, so) Handwriting objectives
Key Writing Outcome: Diary	Key Grammar Focus: <ul style="list-style-type: none"> • Handwriting objectives • To join sentences together using coordinating conjunctions (and, but, so) 	Key Writing Outcome: Letter to recount	Key Grammar Focus: <ul style="list-style-type: none"> • To write about an experience. • Know how to use some expanded noun phrases to add detail

Ongoing Objectives

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> • Lighten the cognitive load • Support with additional adults or guided work • Give models to work from • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	<ul style="list-style-type: none"> • Increase the cognitive load • Chn to write without the model • Change the purpose or audience • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English 				
<p>📄 Listening: Can confidently focus on short conversations and instructions.</p> <p>Responding: Uses some extended sentences and phrases to answer questions and express ideas.</p> <p>Interaction with Adults: Shows understanding by following multi-step instructions and asking for clarification.</p> <p>Interaction with Peers: Can take turns in conversations with more than one other person.</p>	<p>📄 Questioning Style: Moves beyond stating basic facts to "why" and "how" questions.</p> <p>Purpose: Makes connections between prior knowledge/discussion and what they are currently learning.</p> <p>Support Needed: Model good questioning and encourage explanation-based responses, using sentence stems.</p>	<p>📄 Phonics & Word Recognition: Teaching how sounds blend to form words.</p> <p>Descriptive Language: Encouraging adjectives and expanded noun phrases.</p> <p>Storytelling & Retelling: Helping children use and record new words in context to be used in a range of settings.</p> <p>Word Games: Using multi-syllabic words: rhyming, synonyms, and opposites to explore meaning.</p>	<p>📄 Sentence Structure: Speaks in full sentences with improved fluency.</p> <p>Pronunciation & Articulation: speech sounds become increasingly refined.</p> <p>Standard English Use: Still developing grammatical accuracy but learns correct forms from listening and repetition.</p> <p>Expressive Speaking: Starts varying tone and volume for different contexts.</p>	<p>Knowledge – Presentation</p> <p>Physical: Use gestures to support the delivery of ideas e.g. gesturing towards someone or counting ideas on fingers as they are said.</p> <p>Linguistic: Adapt the volume of speech for an audience.</p> <p>Cognitive: Ask questions to find out more (as an audience member).</p> <p>Social & Emotional: Develop an awareness of what an audience would be interested to know. Feel confident in the delivery of material.</p> <p>Skills – Presentation</p> <p>To be able to prepare material to deliver to an audience.</p>

Assessment Support

Year Group: 2	What This Will Look Like in an 'On Track' Child		
<u>Key Writing Feature</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Sentence level feature, for example coordinating conjunctions	To use 'and' 'so' and 'but' to join sentences together.	To continue using 'and' 'so' and 'but' consistently correctly and To start to use 'or' to join sentences together.	To independently choose to use 'and', 'but' and 'or' consistently correctly as well as using others such as 'so'.
Sentence level feature, for example subordinating conjunctions		To use 'because' consistently correctly and to use 'when' and 'if' to join sentences together.	To independently choose to use 'because', 'when' and 'if' consistently correctly as well as using others such as 'that'.
Key punctuation, for example full stops	To use full stops to demarcate some of their sentences.	To use full stops to demarcate many of their sentences.	To use full stops to demarcate most of their sentences.
Key punctuation, for example question marks exclamation marks	To experiment with at times.	To begin to use question marks correctly.	To correctly use question marks independently.
Key punctuation, for example apostrophes		To recognise and begin to use apostrophes.	To correctly use apostrophes.
Key punctuation, for example commas in a list		To recognise and begin to use commas in a list.	To correctly use commas in a list.
A possible vocabulary area, for example noun phrases for description	To understand what a noun phrase is and begin to use.	To use noun phrases.	To begin to understand and use expanded noun phrases.
Using present tense	To begin to use present tense with support.	To use present tense in some of their writing.	To consistently use present tense in most of their writing.
Using past tense	To begin to use past tense with support.	To use past tense in some of their writing.	To consistently use past tense in most of their writing.
Using a range of suffixes e.g. ment, ness, ful, less, ly	To use 'ed' and 'ing' suffixes to show present and past tense.	To use 'ed' and 'ing' suffixes to show present and past tense consistently and to begin to use 'ly' or 'ful'.	To use 'ed', 'ing', 'ly' and 'ful' suffixes correctly and begin to begin to use 'ness' and 'ment'.
Spell common exception words	To spell a few common exception words.	To spell many common exception words.	To spell most common exception words.
Spell by segmenting words and making phonetically plausible attempts to spell words	To use phase 3 sounds to segment and spell words.	To use phase 3 and phase 5 sounds to segment and spell words.	To use phase 3 sounds to segment and spell words and follow Year 2 spelling patterns.
Form letters correctly	To form most letters with the correct size and orientation.	To correctly and consistently form size and direction of letters.	To join letters together using diagonal and horizontal strokes.

Year 2 - Spring

End of Year ARE (TAF Statements)

<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • 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
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Key National Curriculum Objectives for Spring

Learn how to use new punctuation correctly commas for lists	Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing for a range of purposes 	Learn how to use sentences with different forms: statement, question, exclamation, command	Learn how to use both familiar punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks and question marks	Learn how to use subordination (using because, if, that or when)
<ul style="list-style-type: none"> • To know that a list is a series of components • To orally list items • To know that a comma separates each item in a list except the last item which has 'and' • To identify commas in a list in a piece of writing • To insert commas into the correct place • To orally rehearse and write a list with commas in the correct place. • To correct errors in list • To know how commas can change the meaning in a list 	<ul style="list-style-type: none"> • To retell an experience in chronological order. • To discuss an experience and use empathy to understand how a character might feel. • To use noting to highlight key events. • To include emotions and use synonyms. • To write about an experience. 	<ul style="list-style-type: none"> • To be able to read the four types of sentences • To be able to identify the four types. • To know the punctuation associated with each type. • To know when it would be appropriate to use each type. • To be able to say examples of each type • To be able to write each type with support • To be able to write a statement, command, exclamation and question with correct punctuation • To articulate and justify reasons for use. 	<ul style="list-style-type: none"> • Know that sentences and proper nouns need to begin with a capital letter 'I' • When writing, use capital letters accurately for the start of sentences and for proper nouns and 'I' • Know how to use exclamation marks and question marks with some accuracy • To know, grammatically, what a simple sentence must contain • To know, grammatically, what a compound sentence must contain • To know that exclamation marks can be used to show shock, anger, amazement or another heightened emotion • To identify questions and exclamations when reading • To know that question marks can be used at the end of a question • To write using an exclamation mark and question mark. 	<ul style="list-style-type: none"> • Identify subordinating conjunctions when reading sentences (because, if, when) • Know that a subordinate clause must be linked to a main clause • Identify, within a subordinate clause, the subordinating conjunction, verb and comma • Orally rehearse sentences that contain subordination • Know how to join clauses using subordinating conjunctions • Know how to add an appropriate main clause to a subordinate clause and vice versa • Know how to write sentences that contain subordination and what, grammatically, these sentences contain • Know how to join clauses together using subordinating (because, if, when) conjunctions

Core Text Types for **Spring** (further text outcomes can also be completed)

Spring 1		Spring 2	
Novel: George's Marvellous Medicine	Poem: Please Do Not Feed The Animals	Novel: The Most Magnificent Thing	Poem: What is Pink?
Key Writing Outcome: Character Description	Key Grammar Focus: <ul style="list-style-type: none"> To orally rehearse and write a list with commas in the correct place. To write using an exclamation mark and question mark. 	Key Writing Outcome: Advert	Key Grammar Focus: <ul style="list-style-type: none"> To be able to write a statement, command, exclamation and question with correct punctuation To write using an exclamation mark and question mark.
Key Writing Outcome: Recount of Fictional Event	Key Grammar Focus: <ul style="list-style-type: none"> To write about an experience. Know how to join clauses together using subordinating (because, if, when) conjunctions 	Key Writing Outcome: Instructions to make	Key Grammar Focus: <ul style="list-style-type: none"> Know how to join clauses together using subordinating (because, if, when) conjunctions To orally rehearse and write a list with commas in the correct place.

Ongoing Objectives

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Adaptive Teaching Ideas

To Support	To Challenge
<ul style="list-style-type: none"> • Lighten the cognitive load • Support with additional adults or guided work • Give models to work from • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content 	<ul style="list-style-type: none"> • Increase the cognitive load • Chn to write without the model • Change the purpose or audience • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others 				
<p>📄 Expanding Reasons: Explains choices with simple reasoning in a range of settings.</p> <p>Using Evidence: Begins to make connections to past learning or personal experience and expresses them independently.</p> <p>Taking Turns: Listens and responds appropriately to others' ideas.</p>	<p>📄 Staying on Topic: Talks about the subject in hand for extended amounts of time.</p> <p>Asking Simple Questions: Shows curiosity by asking follow-up questions.</p> <p>Responding to Others: Can build on another person's comment and add ideas.</p> <p>Small Group Discussions: Participates in extended conversations.</p>	<p>📄 Discussions: Can instigate in group conversations, taking turns to speak.</p> <p>Presentations: Speaks audibly and clearly with simple structure.</p> <p>Performances & Role Play: Uses expression and actions to enhance storytelling.</p> <p>Improvisations: Engages in unscripted drama activities.</p> <p>Debates: Can express basic arguments using sentence stems and given vocabulary.</p>	<p>📄 Listening to Others: Can understand and react to different perspectives. Respects others' opinions.</p> <p>Expressing Own Views: forms personal opinions, though may still influenced by others.</p> <p>Expanding Responses: Can build on what others say with simple reasoning by using sentences that contain 'because'</p>	<p>Knowledge - Group Discussion</p> <p>Physical: Use gestures to support the delivery of ideas e.g. gesturing towards someone or counting ideas on fingers as they are said.</p> <p>Linguistic: Use sentence stems to signal when they are building on or challenging ideas.</p> <p>Cognitive: Ask questions to find out more or clarify. Build on other people's ideas. Make connections between what has been said before.</p> <p>Social & Emotional: Show awareness of others who have not spoken. Invite people into a discussion.</p> <p>Skills - Group Discussion To be able to take part in a group discussion.</p>

Assessment Support

Year Group: 2	What This Will Look Like in an 'On Track' Child		
Key Writing Feature	Autumn	Spring	Summer
Sentence level feature, for example coordinating conjunctions	To use 'and' 'so' and 'but' to join sentences together.	To continue using 'and' 'so' and 'but' consistently correctly and To start to use 'or' to join sentences together.	To independently choose to use 'and', 'but' and 'or' consistently correctly as well as using others such as 'so'.
Sentence level feature, for example subordinating conjunctions		To use 'because' consistently correctly and to use 'when' and 'if' to join sentences together.	To independently choose to use 'because', 'when' and 'if' consistently correctly as well as using others such as 'that'.
Key punctuation, for example full stops	To use full stops to demarcate some of their sentences.	To use full stops to demarcate many of their sentences.	To use full stops to demarcate most of their sentences.
Key punctuation, for example question marks exclamation marks	To experiment with at times.	To begin to use question marks correctly.	To correctly use question marks independently.
Key punctuation, for example apostrophes		To recognise and begin to use apostrophes.**	To correctly use apostrophes.
Key punctuation, for example commas in a list		To recognise and begin to use commas in a list.	To correctly use commas in a list.
A possible vocabulary area, for example noun phrases for description	To understand what a noun phrase is and begin to use.	To use noun phrases.	To begin to understand and use expanded noun phrases.
Using present tense	To begin to use present tense with support.**	To use present tense in some of their writing.**	To consistently use present tense in most of their writing.
Using past tense	To begin to use past tense with support.**	To use past tense in some of their writing.**	To consistently use past tense in most of their writing.
Using a range of suffixes e.g. ment, ness, ful, less, ly	To use 'ed' and 'ing' suffixes to show present and past tense.	To use 'ed' and 'ing' suffixes to show present and past tense consistently and to begin to use 'ly' or 'ful'.	To use 'ed', 'ing', 'ly' and 'ful' suffixes correctly and begin to begin to use 'ness' and 'ment'.
Spell common exception words	To spell a few common exception words.	To spell many common exception words.	To spell most common exception words.
Spell by segmenting words and making phonetically plausible attempts to spell words	To use phase 3 sounds to segment and spell words.	To use phase 3 and phase 5 sounds to segment and spell words.	To use phase 3 sounds to segment and spell words and follow Year 2 spelling patterns.
Form letters correctly	To form most letters with the correct size and orientation.	To correctly and consistently form size and direction of letters.	To join letters together using diagonal and horizontal strokes.

Year 2 - Summer

End of Year ARE (TAF Statements)

<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • 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
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Key National Curriculum Objectives for **Summer**

<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing real events • writing poetry 	<p>Learn how to use the present and past tenses correctly and consistently including the progressive form</p>	<p>Learn how to use both familiar (including full stops, capital letters, exclamation marks, question marks, commas for lists) and new punctuation correctly apostrophes for contracted forms</p>	<p>Learn how to use subordination (using because, if, that or when)</p>	<p>Learn how to use some features of written Standard English</p>
<ul style="list-style-type: none"> • To know what a poem is and that these come in different forms. • To share poems and read these aloud • To share my opinions upon a poem • To identify and understand key poetic techniques, such as similes and alliteration, rhyme. • To create my own poem inspired by a published poem. • To edit and improve my poem. • To perform my poem with correct intonation. 	<ul style="list-style-type: none"> • To know that you can write about things in the past, present and future. • To know that you need to keep your tense consistent. • To identify verbs and know how these are amended to show tense. • To know that most verbs have -ed when in the past. • To identify verbs which show past and present • To change a piece of writing into either past or present. • To know progressive has -ing and shows continuation. • To be able to write in a past or present tense mainly consistently. 	<ul style="list-style-type: none"> • Know how to identify an apostrophe • Know that an apostrophe can be used for contraction • Know how to change some words to a contracted form and place the apostrophe in the correct place • Know how to spell some contracted forms correctly using an apostrophe • Know that an apostrophe can be used to show possession • Know how to identify if an apostrophe is being used to show possession (singular) • Know how to use a possessive apostrophe (singular) • Know how to use the possessive apostrophe in writing (singular) 	<ul style="list-style-type: none"> • Identify subordinating conjunctions when reading sentences (because, if, when) • Know that a subordinate clause must be linked to a main clause • Identify, within a subordinate clause, the subordinating conjunction, verb and comma • Orally rehearse sentences that contain subordination • Know how to join clauses using subordinating conjunctions • Know how to add an appropriate main clause to a subordinate clause and vice versa • Know how to write sentences that contain subordination and what, 	<ul style="list-style-type: none"> • To know that when we write it can be different to the way we talk. • To recap the parts of a sentence. • To introduce the idea of subject verb agreement, i.e. we were not we was. • To identify missing words in a sentence, i.e. I go toilet. • To introduce the idea that some writing is more formal than others. • To identify which tense (past, present and future) writing is in.

			grammatically, these sentences contain <ul style="list-style-type: none"> Know how to join clauses together using subordinating (because, if, when) conjunctions 	<ul style="list-style-type: none"> To correct writing which is not using Standard English. To be able to write using Standard English.
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Core Text Types for **Summer** (further text outcomes can also be completed)

Summer 1		Summer 2	
Novel: The Magic Faraway Tree	Poem: Child's Song in Spring	Novel: Illustrated Stories Around the World	Poem: Open A Book
Key Writing Outcome: Setting Description	Key Grammar Focus: <ul style="list-style-type: none"> Know how to spell some contracted forms correctly using an apostrophe To be able to write in a past or present tense mainly consistently. To be able to write using Standard English. 	Key Writing Outcome: Story	Key Grammar Focus: <ul style="list-style-type: none"> To be able to write in a past or present tense mainly consistently. Know how to spell some contracted forms correctly using an apostrophe To know how to proof read and edit work to make it better.
Key Writing Outcome: Science Experiment	Key Grammar Focus: <ul style="list-style-type: none"> To be able to write in a past or present tense mainly consistently. Know how to join clauses together using subordinating (because, if, when) conjunctions 	Key Writing Outcome: Letter to inform or invite	Key Grammar Focus: <ul style="list-style-type: none"> Know how to join clauses together using subordinating (because, if, when) conjunctions Know how to use the possessive apostrophe in writing (singular) To be able to write using Standard English.

During the Summer term children will also create their own poem. This can be inspired by one of the two set poems for the term.

Ongoing Objectives

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Read aloud what they have written with appropriate intonation to make the meaning clear.

Use and understand the grammar for Y2 in English Appendix 2.

Key National Curriculum – Speaking and Listening for this term				Explicit Oracy Unit
<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication • select and use appropriate registers for effective communication 				
<p>Expanded Descriptions: Uses more adventurous adjectives and descriptive phrases.</p> <p>Explanations: Can explain their reasons.</p> <p>Narrative Skills: Telling stories with a clear beginning, middle, and end.</p>	<p>Making Predictions: Speculates about outcomes based on experience within an academic setting.</p> <p>Creative Thinking in Conversations: Uses spoken language to build imaginative ideas.</p> <p>Exploring Possibilities: Learns to discuss different solutions and ideas in everyday situations.</p>	<p>Gaining Interest: Uses clearer speech and expressive tone.</p> <p>Maintaining Engagement: Can hold attention by using repetition and enthusiasm.</p> <p>Monitoring Listener Response: Begins adjusting speech if the listener seems confused or uninterested.</p>	<p>Recognising Formal vs Informal Speech: Can name situations where you would need to talk formally and informally and has some experience of speaking in these ways.</p> <p>Speaking to Different Audiences: Is experimenting with varying volume, pitch and pace when speaking with a partner, group or whole class.</p> <p>Expanding Vocabulary: Uses subject specific words with increasing confidence (e.g., science terms in class).</p>	<p>Knowledge – Presentation Physical: Use gestures to support the delivery of ideas e.g. gesturing towards someone or counting ideas on fingers as they are said.</p> <p>Linguistic: Adapt the volume of speech for an audience.</p> <p>Cognitive: Ask questions to find out more (as an audience member).</p> <p>Social & Emotional: Develop an awareness of what an audience would be interested to know. Feel confident in the delivery of material.</p> <p>Skills – Presentation To be able to prepare material to deliver to an audience.</p>

Assessment Support

Year Group: 2	What This Will Look Like in an 'On Track' Child		
Key Writing Feature	Autumn	Spring	Summer
Sentence level feature, for example coordinating conjunctions	To use 'and' 'so' and 'but' to join sentences together.	To continue using 'and' 'so' and 'but' consistently correctly and To start to use 'or' to join sentences together.	To independently choose to use 'and', 'but' and 'or' consistently correctly as well as using others such as 'so'.
Sentence level feature, for example subordinating conjunctions		To use 'because' consistently correctly and to use 'when' and 'if' to join sentences together.	To independently choose to use 'because', 'when' and 'if' consistently correctly as well as using others such as 'that'.
Key punctuation, for example full stops	To use full stops to demarcate some of their sentences.	To use full stops to demarcate many of their sentences.	To use full stops to demarcate most of their sentences.
Key punctuation, for example question marks exclamation marks	To experiment with at times.	To begin to use question marks correctly.	To correctly use question marks independently.
Key punctuation, for example apostrophes		To recognise and begin to use apostrophes.**	To correctly use apostrophes.
Key punctuation, for example commas in a list		To recognise and begin to use commas in a list.	To correctly use commas in a list.
A possible vocabulary area, for example noun phrases for description	To understand what a noun phrase is and begin to use.	To use noun phrases.	To begin to understand and use expanded noun phrases.
Using present tense	To begin to use present tense with support.**	To use present tense in some of their writing.**	To consistently use present tense in most of their writing.
Using past tense	To begin to use past tense with support.**	To use past tense in some of their writing.**	To consistently use past tense in most of their writing.
Using a range of suffixes e.g. ment, ness, ful, less, ly	To use 'ed' and 'ing' suffixes to show present and past tense.	To use 'ed' and 'ing' suffixes to show present and past tense consistently and to begin to use 'ly' or 'ful'.	To use 'ed', 'ing', 'ly' and 'ful' suffixes correctly and begin to begin to use 'ness' and 'ment'.
Spell common exception words	To spell a few common exception words.	To spell many common exception words.	To spell most common exception words.
Spell by segmenting words and making phonetically plausible attempts to spell words	To use phase 3 sounds to segment and spell words.	To use phase 3 and phase 5 sounds to segment and spell words.	To use phase 3 sounds to segment and spell words and follow Year 2 spelling patterns.
Form letters correctly	To form most letters with the correct size and orientation.	To correctly and consistently form size and direction of letters.	To join letters together using diagonal and horizontal strokes.