

Steps 19 to 21 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Year 2 Total Stars 60 7 KPIs

Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2	
	Stars routinely required	16	32	48, including all underlined KPIs with 3 stars.	

To gain Step 21, pupils should demonstrate and apply skills independently in a variety of contexts and across a range of curriculum areas where appropriate.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E
<p>Spell by:</p> <ul style="list-style-type: none"> ❖ <u>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;</u> ❖ <u>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;</u> ❖ learning to spell common exception words; ❖ learning to spell more words with contracted forms; ❖ learning the possessive apostrophe (singular) [for example, the girl's book]; ❖ Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. ❖ Apply spelling rules and guidance, as listed in English Appendix 1. ❖ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 				<p>Develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly from English Appendix 2 (Year 2).</p> <p>Word</p> <ul style="list-style-type: none"> ❖ Formation of nouns using suffixes such as –ness, –er and by compounding (eg, whiteboard, superman). ❖ Formation of adjectives using suffixes such as –ful, –less. (A fuller list of suffixes can be found in the year 2 spelling appendix.) ❖ <u>Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.</u> <p>Sentence</p> <ul style="list-style-type: none"> ❖ <u>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</u> ❖ Expanded noun phrases for description and specification (eg, the blue butterfly, plain flour, the man in the moon). ❖ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <p>Text</p> <ul style="list-style-type: none"> ❖ <u>Correct choice and consistent use of present tense and past tense throughout writing.</u> ❖ Use of the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming, he was shouting). <p>Punctuation</p> <ul style="list-style-type: none"> ❖ <u>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</u> ❖ <u>Commas to separate items in a list.</u> ❖ Apostrophes to mark where letters are missing in spelling. <p>Terminology for pupils</p> <ul style="list-style-type: none"> ❖ Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma). 			

★:B Beginning to ★ P Progressing ★ E Embedded