

**English (WRITING) Key Performance Indicators:
Year 2**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key performance indicator	Performance standard
<p>Transcription</p> <ul style="list-style-type: none"> • <i>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly</i> • <i>Spell by learning new ways of spelling phonemes for which one or more spellings are already known</i> • <i>Spell common homophones</i> • <i>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i> <p>Handwriting</p> <ul style="list-style-type: none"> • <i>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</i> <p>Composition: Composition and Effect</p> <ul style="list-style-type: none"> • <i>Makes simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation.</i> <p>Composition: Text Structure and Organisation</p> <ul style="list-style-type: none"> • <i>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.</i> <p>Composition: Sentence Structure</p> <ul style="list-style-type: none"> • <i>Use sentences with different forms: statement, question, exclamation, command</i> <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • <i>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.</i> • <i>Use commas to separate items in a list.</i> • <i>Uses the suffixes –er, –est in adjectives</i> • <i>Uses –ly to turn adjectives into adverbs</i> • <i>Use co coordinating conjunctions (or/and/but) INSERT</i> • <i>Use subordinating conjunctions (when/ if/ that/ because) INSERT</i> • <i>Uses the correct choice and consistent use of present tense and past tense throughout a written piece.</i> 	<p>With reference to the KPIs</p> <p>By the end of Y2 a child’s motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly.</p> <p>A child can:</p> <ul style="list-style-type: none"> • use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words; • spell words in a phonically plausible way, even if sometimes incorrectly; • apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words; • explain how different types of writing, including narratives, are structured and apply this to their own and others’ writing; • think aloud as they collect ideas, draft and re-read to check their meaning is clear; • play roles and improvise scenes in various settings; and • use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.