

Y2: English Curriculum Map 2025-2026

	Autumn 1	Autumn 2
Texts	Chicken Licken Amazing animals	Nell Saunders Diary A Special School Day Mini-beasts
Genre & Purpose	Linear Story Information Text	Recount – Diary Poetry Narrative
Reading	<p style="text-align: center;">Ongoing throughout the half term across the curriculum:</p> <p>Word Reading</p> <ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A spelling rules <p>Anima Phonics 6B</p> <ul style="list-style-type: none"> - /igh/ spelt –y - spelt c before e, i and y - spelt g before e, i and y - /j/ spelt -ge and -dge at the end of words - /r/ spelt wr- and /m/ spelt –mb - spelt kn- and gn- at the beginning of words - /ee/ spelt –ey - /l/ or /ul/ spelt -le, -el, -al and -il at the end of words - /l/ or /ul/ spelt -le, -el, -al and -il at the end of words - Contractions 2 - she’s, he’d, I’ve, doesn’t - The possessive apostrophe (singular nouns) - Reads the Common exception words: old, cold, fancy, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, pass, grass, class - Read most words quickly and accurately, without overt sounding/blending - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> - Begin to listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become familiar with a wider range of stories, fairy stories and traditional tales and begin to retell them with support - Begin to discuss the sequence of events in books and how items of information are related with support - Begin to recognise simple recurring literary language in stories and poetry with support - Be introduced to non-fiction books that are structured in different ways e.g. Information Texts, Emails - Begin to discuss the meanings of words - Discussing favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Continue to develop understanding of the books that they can read accurately and fluently. - Understand texts by beginning to draw on what they already know or on background information and vocabulary provided by the teacher, with support - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Begin to answer questions about a text with support / Begin to ask questions about a text with support - Make predicts about what might happen on the basis of what has been read so far 	

Handwriting	<ul style="list-style-type: none"> • Ensure a correct pencil grip (crocodile grip) and correct seating. • Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. • Recap the formation of digits 0 – 9. • Teach that the spacing between words needs to reflect the size of the letters. 	<ul style="list-style-type: none"> • Ensure a correct pencil grip (crocodile grip) and correct seating. • Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. • Diagonal joins to letters without ascenders (eg ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu). • Recap that the spacing between words needs to reflect the size of the letters.
Writing: Composition	<ul style="list-style-type: none"> • 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) • Learn to write sentences by composing individual sentences orally and then writing them down. • Consider what they are going to write before they begin by planning and discussing ideas. • To encapsulate what they want to say sentence by sentence. • Begin to be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers. • Begin to read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • 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 about real events • Learn to write sentences by composing individual sentences orally and then writing them down. • Consider what they are going to write before they begin by planning and discussing ideas. • Pupils should create banks of vocabulary and ideas/key words. • To encapsulate what they want to say sentence by sentence. • To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers. • Read aloud what they have written with appropriate intonation to make the meaning clear.
Writing: Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Use some features of written Standard English • Use of familiar punctuation: capital letters, full stops • Use simple sentences with some short description: The old man walked his dog. • Consolidate the vocabulary from Y1 • Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark • Use of 'and' to join sentences and phrases. 	<ul style="list-style-type: none"> • Use some features of written Standard English • Use of familiar punctuation: capital letters, full stops • Use simple sentences with some short description, using 2 adjectives to describe and specify in sentences: The tired, old man walked his dog. • Use and understand the words – noun, verb, adjective, adverb • Use of 'and' and 'because' to join sentences and phrases.
Spelling	<ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A spelling rules. <p>Anima Phonics 6B</p> <ul style="list-style-type: none"> - /igh/ spelt –y - spelt c before e, i and y - spelt g before e, i and y 	<ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A spelling rules. <p>Anima Phonics 6B</p> <ul style="list-style-type: none"> - /ee/ spelt –ey - /l/ or /ul/ spelt -le, -el, -al and -il at the end of words - /ll/ or /ull/ spelt -le, -el, -al and -il at the end of words

	<ul style="list-style-type: none"> - /j/ spelt -ge and -dge at the end of words - /r/ spelt wr- and /m/ spelt -mb - spelt kn- and gn- at the beginning of words - Reads and spells Common exception words: old, cold, fancy, every, everybody, even, great, break, steak, pretty 	<ul style="list-style-type: none"> - Contractions 2 - she's, he'd, I've, doesn't - The possessive apostrophe (singular nouns) - Reads and begins to spell Common exception words: beautiful, after, fast, last, past, pass, grass, class
Age Related Expectations	<p>Use Year 1 phonics confidently to decode most familiar words.</p> <p>Begin to read:</p> <ul style="list-style-type: none"> - 2-syllable words (e.g., <i>market, picnic</i>) - Common suffixes: <i>-ed, -ing, -er, -est.</i> <p>Recognise and read many Year 1 and some Year 2 common exception words.</p> <p>Read simple texts with growing fluency and some expression.</p> <p>Self-correct when a sentence does not make sense.</p> <p>Answer simple retrieval questions (Who? What? Where?).</p> <p>Begin to make basic inferences (e.g., how a character feels).</p> <p>Talk about favourite parts of a story and explain why.</p> <p>Make simple predictions based on what has been read so far.</p> <p>Write short pieces of writing (e.g., recounts, simple stories, descriptions).</p> <p>Use capital letters and full stops in most sentences.</p> <p>Use conjunctions such as <i>and, because</i> to join ideas.</p> <p>Start to expand sentences (e.g., <i>The tall tree ...</i>).</p> <p>Use finger spaces, and letters are usually the correct size.</p> <p>Begin to use adjectives to add detail.</p> <p>Spell most Year 1 common exception words correctly.</p> <p>Attempt some Year 2 common exception words.</p> <p>Apply phonics rules when spelling unfamiliar words.</p> <p>Form all lowercase and capital letters correctly.</p> <p>Write on the line with mostly consistent letter size.</p>	

	Spring 1	Spring 2
Texts	Ultra Kid and the Terrible Tornado The King and the Royal Family	Cinderelphant How to keep yourself heathy?
Genre & Purpose	Adventure Story Non-Chronological Report	Fairy Tale Magazine article
Reading	<p style="text-align: center;">Ongoing throughout the half term across the curriculum:</p> <p>Word Reading</p> <ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules. <p>Anima Phonics 6C</p> <ul style="list-style-type: none"> - Adding -es to nouns and verbs ending in – y - Adding -ed, -er, -est, -ing and -y to a root word ending in – e - Adding -ed, -er, -est, -ing and -y to a root word ending in – y - Adding -ed, -er, -est, -ing and –y to words of one syllable ending in a single consonant letter after a single vowel letter - Adding -ed, -er, -est, -ing and –y to words of one syllable ending in a single consonant letter after a single vowel letter - Adding the suffixes -ment, -ness, -ful, -less, and –ly - Adding the suffixes -ment, -ness, -ful, -less, and -ly - /sh/ spelt ti, ci, si. - /zh/ spelt as s - Reads the Common exception words: plant, path, bath, hour, move, prove, improve, sure, eye, could, would, should, whole, any, many, television, treasure - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-read these books to build up their fluency and confidence in word reading. - <p>Comprehension</p> <ul style="list-style-type: none"> - Listen to, discuss and begin to express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become familiar with a wider range of stories, fairy stories and traditional tales and be able to retell them with occasional support - Discuss the sequence of events in books and how items of information are related with some support - Recognise some simple recurring literary language in stories and poetry with support - Be introduced to non-fiction books that are structured in different ways; non-chronological reports, factfiles - Discuss and clarify the meanings of words and begin linking new meanings to known vocabulary - Discussing favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Continue to develop understanding of the books that they can read accurately and fluently. - Understand texts by drawing on what they already know or on background information and vocabulary provided by the teacher with some support - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer questions about a text with some support - Ask questions about a text with some support - Make predicts about what might happen on the basis of what has been read so far 	

Handwriting	<ul style="list-style-type: none"> • Ensure a correct pencil grip (crocodile grip) and correct seating. • Diagonal joins to letters with ascenders (eg) ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl. • Recap that the spacing between words needs to reflect the size of the letters. • Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. 	<ul style="list-style-type: none"> • Ensure a correct pencil grip (crocodile grip) and correct seating. • Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. • Recap that the spacing between words needs to reflect the size of the letters. • Horizontal joins to letters without ascenders (eg) ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.
Writing: Composition	<ul style="list-style-type: none"> • 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 about real events - writing poetry • Learn to write sentences by composing individual sentences orally and then writing them down. • Consider what they are going to write before they begin by planning and discussing ideas. • Pupils should create banks of vocabulary and ideas/key words. • To encapsulate what they want to say sentence by sentence. • To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers. • Begin to be able to make alterations after re-reading their own work. • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • 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 about real events - writing poetry - writing for different purposes • Learn to write sentences by composing individual sentences orally and then writing them down. • Consider what they are going to write before they begin by planning and discussing ideas. • Pupils should create banks of vocabulary and ideas/key words. • To encapsulate what they want to say sentence by sentence. • To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers. • Begin to Proof read work for spelling, grammar and punctuation errors. • Be able to make alterations after re-reading their own work. • Read aloud what they have written with appropriate intonation to make the meaning clear.
Writing: Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Use some features of written Standard English • Use of familiar punctuation: capital letters, full stops • Introduce using commas for lists • Use simple sentences with some short description using 4 adjectives to describe and specify in sentences: The tired, old man walked his smelly, lazy dog. • Use and understand the words – noun, noun phrase, adjective, adverb, verb tense, comma, verb tense (past, present) • Use of ‘and’ and ‘because’ to join sentences and phrases. • Use correct choice and consistent use of Present and Past tense in writing. • Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a Verb 	<ul style="list-style-type: none"> • Use some features of written Standard English • Use of familiar punctuation: capital letters, full stops • Use of exclamation marks, question marks and commas for lists • Use simple sentences with some short description using 4 adjectives to describe and specify in sentences: The tired, old man walked his smelly, lazy dog. • Use and understand the words – noun, noun phrase, adjective, adverb, verb tense, comma, verb tense (past, present), compound, suffixes, statement, question, exclamation, command,

	<p>Phrase: is swimming. Some tenses require only a verb: he swims; others require a verb phrase.</p>	<ul style="list-style-type: none"> • Use a range of Conjunctions/Connectives to extend sentences e.g. (when, if, that, because) or (and, or, but). • Recognise and begin to use sentences with different forms: Statement, Question, Exclamation and Commands • Use correct choice and consistent use of Present and Past tense in writing. • Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a Verb Phrase: is swimming. Some tenses require only a verb: he swims; others require a verb phrase.
<p>Spelling</p>	<ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules. <p>Anima Phonics 6C</p> <ul style="list-style-type: none"> - Adding -es to nouns and verbs ending in – y - Adding -ed, -er, -est, -ing and -y to a root word ending in – e - Adding -ed, -er, -est, -ing and -y to a root word ending in – y - Adding -ed, -er, -est, -ing and –y to words of one syllable ending in a single consonant letter after a single vowel letter - Reads and begins to spell Common exception words: plant, path, bath, hour, move, prove, improve, sure 	<ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A, 6B spelling rules. <p>Anima Phonics 6C</p> <ul style="list-style-type: none"> - Adding -ed, -er, -est, -ing and –y to words of one syllable ending in a single consonant letter after a single vowel letter - Adding the suffixes -ment, -ness, -ful, -less, and -ly - Adding the suffixes -ment, -ness, -ful, -less, and -ly - /sh/ spelt ti, ci, si. - /zh/ spelt as s - Reads and begins to spell Common exception words: eye, could, would, should, whole, any, many, television, treasure
<p>Age Related Expectations</p>	<p>Read most words quickly and accurately using phonics and known spelling patterns. Read most Year 2 common exception words. Decode unfamiliar words with increasing confidence. Read aloud with appropriate pace and expression for their level. Answer retrieval questions accurately. Make simple inferences (e.g., what a character is thinking or feeling). Explain the meanings of new words using context clues. Discuss the sequence of events in a story.</p> <p>Make predictions based on what has been read. Express opinions about characters, settings, or events and explain why. Begin to write longer, more detailed pieces (stories, reports, recounts, instructions). Use expanded noun phrases (e.g., the dark, stormy night). Sequence ideas logically using conjunctions, including:</p>	

and, but, because, when, if, that.

Reread and edit writing with some independence (correct errors, add missing punctuation).

Use capital letters, full stops, question marks, and exclamation marks consistently.

Begin to use: commas in lists

Use past and present tense mostly correctly and consistently.

Spell most common Year 1 and many Year 2 common exception words.

Apply phonics and spelling rules for: -ed, -ing, -er, -est; ge, dge; ck, kn/gn, wr patterns; plural endings -s, -es.

Begin to check spellings independently.

Write using neat, consistent lowercase and capital letters.

Letters sit correctly on the line, with appropriate spacing.

Begin writing horizontal and diagonal joins.

	Summer 1	Summer 2
Texts	Weather report How to make a hand puppet	Postcard from the seaside Out of this world The four seasons
Genre & Purpose	Instructions Report	Recount Fantasy story Poetry
Reading	<p style="text-align: center;">Ongoing throughout the half term across the curriculum:</p> <p>Word Reading</p> <ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules. <p>Anima Phonics 6D</p> <ul style="list-style-type: none"> - /or/ spelt a before l and ll - /o/ spelt a after w and qu - /u/ spelt o - /ur/ spelt or after w - /or/ spelt ar after w - Homophones - /oa/ spelt o - /ee/ spelt e - /igh/ spelt i - /ai/ spelt a - /ue/ spelt u - Reads the Common exception words: earth, water, again, half, Mrs, Mr, Christmas, parents, woman, women, thought, fruit - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - Re-read these books to build up their fluency and confidence in word reading. <p>Comprehension</p> <ul style="list-style-type: none"> - Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Become familiar with a wider range of stories, fairy stories and traditional tales and be able to retell them - Discuss the sequence of events in books and how items of information are related. - Recognise simple recurring literary language in stories and poetry with support - Be introduced to non-fiction books that are structured in different ways; instructions, recounts - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Discussing favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Continue to develop understanding of the books that they can read accurately and fluently. - Understand texts by drawing on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer questions about a text - Ask questions about a text - Make predicts about what might happen on the basis of what has been read so far 	

	<ul style="list-style-type: none"> - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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Handwriting	<ul style="list-style-type: none"> • Ensure a correct pencil grip (crocodile grip) and correct seating. • Recap that the spacing between words needs to reflect the size of the letters. • Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. • Horizontal joins to letters with ascenders (eg) ob, ol, wh, it, of, rt, rk. 	<ul style="list-style-type: none"> • Ensure a correct pencil grip (crocodile grip) and correct seating. • Recap letter groups (lower case and capital letters), ensuring correct letter formation and orientation. • Consolidation of the four main joins. • Recap that the spacing between words needs to reflect the size of the letters.
Writing: Composition	<ul style="list-style-type: none"> • 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 about real events - writing poetry - writing for different purposes • Learn to write sentences by composing individual sentences orally and then writing them down. • Consider what they are going to write before they begin by planning and discussing ideas. • Pupils should create banks of vocabulary and ideas/key words. • To encapsulate what they want to say sentence by sentence • To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers. • Begin to proof read work for spelling, grammar and punctuation errors. • Be able to make alterations after re-reading their own work. • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • 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 about real events - writing poetry - writing for different purposes • Learn to write sentences by composing individual sentences orally and then writing them down. • Consider what they are going to write before they begin by planning and discussing ideas. • Pupils should create banks of vocabulary and ideas/key words. • To encapsulate what they want to say sentence by sentence • To be able to make simple revisions, additions and corrections by evaluating their own work with support from adults and peers. • Begin to proof read work for spelling, grammar and punctuation errors. • Be able to make alterations after re-reading their own work. • Read aloud what they have written with appropriate intonation to make the meaning clear.
Writing: Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Use some features of written Standard English • Use of familiar punctuation: capital letters, full stops • Use of exclamation marks, question marks and commas for lists • Use of apostrophes for contractions: it is = it's did not = didn't • Use of apostrophe for possession (singular nouns). • Use simple sentences with some short description using 4 adjectives to describe and specify in sentences: The tired, old man walked his smelly, lazy dog. • Use and understand the words – noun, noun phrase, adjective, adverb, verb tense, comma, verb tense (past, present), compound, suffixes, statement, question, exclamation, command, 	<ul style="list-style-type: none"> • Use some features of written Standard English • Use of familiar punctuation: capital letters, full stops • Use of exclamation marks, question marks and commas for lists • Use of apostrophes for contractions: it is = it's did not = didn't • Use of apostrophe for possession (singular nouns). • Use simple sentences with some short description using 4 adjectives to describe and specify in sentences: The tired, old man walked his smelly, lazy dog. • Use and understand the words – noun, noun phrase, adjective, adverb, verb tense, comma, verb tense (past, present), compound, suffixes, statement, question, exclamation, command,

	<ul style="list-style-type: none"> • Use a range of Conjunctions/Connectives to extend sentences e.g. (when, if, that, because) or (and, or, but). • Recognise and begin to use sentences with different forms: Statement, Question, Exclamation and Command. • Use correct choice and consistent use of Present and Past tense in writing. • Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a Verb Phrase: is swimming. Some tenses require only a verb: he swims; others require a verb phrase. 	<ul style="list-style-type: none"> • Use a range of Conjunctions/Connectives to extend sentences e.g. (when, if, that, because) or (and, or, but). • Recognise and begin to use sentences with different forms: Statement, Question, Exclamation and Command. • Use correct choice and consistent use of Present and Past tense in writing. • Use progressive forms of verbs to show when an action is in progress: e.g. He is swimming. They are winning. This could be referred to as a Verb Phrase: is swimming. Some tenses require only a verb: he swims; others require a verb phrase.
<p>Spelling</p>	<ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules. <p>Anima Phonics 6D</p> <ul style="list-style-type: none"> - /or/ spelt a before l and ll - /o/ spelt a after w and qu - /u/ spelt o - /ur/ spelt or after w - /or/ spelt ar after w Homophones - Reads and begins to spell Common exception words: earth, water, again, half, Mrs, Mr 	<ul style="list-style-type: none"> - Consolidation of previously learned GPCs in previous phases and 6A, 6B, 6C spelling rules. <p>Anima Phonics 6D</p> <ul style="list-style-type: none"> - /oa/ spelt o - /ee/ spelt e - /igh/ spelt i - /ai/ spelt a - /ue/ spelt u - Reads and begins to spell Common exception words: Christmas, parents, woman, women, thought, fruit
<p>Age Related Expectations</p>	<ul style="list-style-type: none"> • Read most Year 2 common exception words correctly. • Read most words accurately without overt sounding out, including those with: <ul style="list-style-type: none"> - familiar suffixes (-ment, -ness, -ful, -less, -ly) - common spelling patterns (dge, ge, kn, gn, wr, tion). • Read a range of texts at age-appropriate fluency, using correct expression and intonation • Answer retrieval, inference, and prediction questions confidently. • Make inferences about characters' thoughts, feelings, motives. • Explain the meaning of new vocabulary using context or prior knowledge. • Discuss favourite authors, books, and poems, giving reasons. • Make links between texts (e.g., themes, characters, settings). • Summarise the main events in a story. • Write coherent narratives, recounts, simple reports, descriptions, and instructions. • Use expanded noun phrases for detail (e.g., the bright, golden sunlight). • Structure writing clearly with a logical sequence of sentences. • Use a range of conjunctions to extend ideas: and, but, because, when, if, that, so. • Reread work to check for sense and make improvements. • Begin to proofread for spelling, punctuation, and grammar errors. • Use: <ul style="list-style-type: none"> - Capital letters, full stops, exclamation marks, and question marks accurately 	

- Commas in lists
- Apostrophes for contractions (don't, couldn't)
- Apostrophes for singular possession (the boy's coat)
- Maintain consistent past or present tense throughout a piece.
- Use expanded noun phrases to add detail.
- Spell most common Year 2 common exception words.
- Accurately spell words using taught rules, including:
 - suffix endings (-ment, -ness, -ful, -less, -ly)
 - plural endings (-s, -es)
 - regular past tense endings (-ed)
- Apply phonics to attempt unfamiliar words and choose the best-fit spelling.
- Write in consistent, neat, correctly sized 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
- Maintain clear spacing between words and lines.