

<b><u>Problem / Resolution Story Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - The problem is solved / resolved Ending - Main character is happy again	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Finding Story Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening - Main character is introduced Build up - Main character finds something unusual, important or exciting Problem - Something goes wrong and it is the fault of the thing that was found Resolution - Main character has to put the object back / throw it away / hide it Ending - All is well again and lessons have been learned	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Journey Story Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening - Main character goes on a journey Build up - Something small goes wrong Problem - Something worse happens Resolution - The obstacles are overcome Ending - Main character gets there in the end	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Conquering The Monster Story Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening - Main character is introduced and all is well Build up - A monster appears and causes problems Problem - The monster is difficult to defeat Resolution - Main character defeats the monster Ending - All is well again and main character gets a reward	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<u>Warning Story Expectations Y2</u>	<u>National Curriculum Writing Expectations Y2</u>
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening - Main character is warned not to do something Build up - Main character does what they are warned not to do Problem - Something goes wrong and the main character is in trouble Resolution - Main character is rescued Ending - Main character is told off for not listening to the warning	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<u>Wishing Story Expectations Y2</u>	<u>National Curriculum Writing Expectations Y2</u>
Use time or place to start	Spell some words that sound the same, but are spelled differently.
Explain how the character feels	Use an apostrophe to show that something belongs to somebody.
Explain how the character has changed or what they have learned	Use commas to show items in a list.
Choose adjectives for effect	Spell words that end with ment, ness, full, less and ly.
Use alliteration to describe	Write letters in the correct size and joined.
Use similes to describe	Write capital letters and numbers in the correct size.
Use 'said' plus an adverb	Leave finger space between words.
Use dramatic conjunctions	Write in sentences with expanded noun phrases.
Opening - Main character wants something badly Build up - Main character tries to get it Problem - Main character is prevented by some sort of difficulty Resolution - Main character overcomes the difficulty Ending - Main character gets what they want	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Explanation Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use formal language	Spell some words that sound the same, but are spelled differently.
Use present tense	Use an apostrophe to show that something belongs to somebody.
Use causal conjunctions	Use commas to show items in a list.
Use generalisers such as 'everybody', 'most', 'people'	Spell words that end with ment, ness, full, less and ly.
Use technical language	Write letters in the correct size and joined.
Use detail to add information	Write capital letters and numbers in the correct size.
Use sequencing conjunctions	Leave finger space between words.
Paragraph 1 - Introduce what is being explained Paragraph 2 - First reason Paragraph 3 - Second reason Paragraph 4 - Conclusion	Write in sentences with expanded noun phrases.
	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Recount Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use past tense	Spell some words that sound the same, but are spelled differently.
Use time conjunctions	Use an apostrophe to show that something belongs to somebody.
Use sentence signposts for coherence such as repeating phrases or using pronouns to link ideas	Use commas to show items in a list.
Use specific words to make meanings clear	Spell words that end with ment, ness, full, less and ly.
Use descriptive language	Write letters in the correct size and joined.
Paragraph 1 - Opening to describe and introduce the main event Paragraph 2 - Topic sentences, linked and sequenced Paragraph 3 - Topic sentences, linked and sequenced Paragraph 4 - Topic sentences, linked and sequenced Paragraph 5 - Conclude and summarise	Write capital letters and numbers in the correct size.
	Leave finger space between words.
	Write in sentences with expanded noun phrases.
	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Persuasion Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use personal and direct words	Spell some words that sound the same, but are spelled differently.
Use informal language	Use an apostrophe to show that something belongs to somebody.
Use emotive conjunctions	Use commas to show items in a list.
Present opinions as facts	Spell words that end with ment, ness, full, less and ly.
Use slogans	Write letters in the correct size and joined.
Use imperative verbs	Write capital letters and numbers in the correct size.
Use emotive language to deceive	Leave finger space between words.
Use positive phrases	Write in sentences with expanded noun phrases.
Paragraph 1 - Personal problem as a question and introduction Paragraph 2 - Positive reason one Paragraph 3 - Positive reason two Paragraph 4 - Positive reason three Paragraph 5 - Concluding slogan	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Instruction Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use sequencing conjunctions	Spell some words that sound the same, but are spelled differently.
Use numbers	Use an apostrophe to show that something belongs to somebody.
Use bullet points	Use commas to show items in a list.
Use clear short sentences	Spell words that end with ment, ness, full, less and ly.
Use imperative verbs	Write letters in the correct size and joined.
Use subject specific and technical vocabulary	Write capital letters and numbers in the correct size.
Use formal language	Leave finger space between words.
Use present tense	Write in sentences with expanded noun phrases.
Paragraph 1 - Explain what the instructions will help the reader do Paragraph 2 - List your ingredients / what you need Paragraph 3 - Step by step instructions Paragraph 4 - Include a word or warning or reminder	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Discussion Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use addition conjunctions	Spell some words that sound the same, but are spelled differently.
Use contrast conjunctions	Use an apostrophe to show that something belongs to somebody.
Use conclusion conjunctions	Use commas to show items in a list.
Use generalisers such as 'everybody', 'most', 'people'	Spell words that end with ment, ness, full, less and ly.
Use words to introduce opinions	Write letters in the correct size and joined.
Paragraph 1 - What is being discussed and why does it matter? Paragraph 2 - Reasons for Paragraph 3 - Reasons against Paragraph 4 - State what you think is right and give reasons	Write capital letters and numbers in the correct size.
	Leave finger space between words.
	Write in sentences with expanded noun phrases.
	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.

<b><u>Report Expectations Y2</u></b>	<b><u>National Curriculum Writing Expectations Y2</u></b>
Use generalisers such as 'everybody', 'most', 'people'	Spell some words that sound the same, but are spelled differently.
Use addition conjunctions	Use an apostrophe to show that something belongs to somebody.
Use subject specific and technical vocabulary	Use commas to show items in a list.
Use present tense	Spell words that end with ment, ness, full, less and ly.
Use third person	Write letters in the correct size and joined.
Use detail and description with comparisons	Write capital letters and numbers in the correct size.
Vary sentence openers	Leave finger space between words.
Use formal language	Write in sentences with expanded noun phrases.
Paragraph 1 - Introduce the topic Paragraph 2 - Describe what it looks like Paragraph 3 - Describe where it is found Paragraph 4 - Describe what it is best known for Paragraph 5 - Final amazing fact	Plan my work on paper.
	Check my work for spelling, grammar and punctuation mistakes.
	Check my work to make sure it makes sense.
	Use statements, questions, exclamations and commands.
	Join sentences with different words (and / or / but / because / when / if).
	Use the past and present tense correctly.