



Name		Class of	
Writing: Planning & Assessment Y2			
Statements	6-9	13-15	16-20
Attainment	Year 2 Emerging	Year 2 Developing	Year 2 Secure
The colours below indicate the end of year expectations for KS1. 1-3= WTS 4-14=EXS. 15-20=GDS			

Y2 Writing- 20 statements and 5 KPIs		Which pieces of writing/date can the evidence be found?		
1	Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others			
2	Can use spacing between words that reflects the size of the letters.			
3	Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters			
4	Can match organisation to purpose of the text- writing simple, coherent narratives about personal experiences and those of others (real or fictional)			
5	Can usually demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)			
6	The form of the text is sustained (can write at length, staying on task - close to a side of A4 at least).			
7	Can use co-ordination (e.g. or/ and/ but) and some subordination (e.g. when/ if/ that/ because) to join clauses			
8	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and technical words used in a taught context only e.g. 'volcano' or 'evaporate').			
9	Can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description, beyond a simple list).			
10	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or extend with a subordinate clause e.g. because, it, that).			
11	Can use adjectives and expanded noun phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').			
12	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing....).			
13	Can make writing lively and interesting (e.g. consciously uses humour, varies sentence length or uses punctuation to create effect etc.).			
14	Uses past and present tenses correctly and consistently.			
15	Can draw on their reading to inform the vocabulary and grammar of their writing, making conscious choices to impact on the reader			
16	Can use a range of punctuation beyond full stop and capital letters; exclamation mark; question mark; commas in lists; apostrophe for simple contraction and for singular possession.			
17	Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.			
18	use the diagonal and horizontal strokes needed to join some letters			
19	make simple additions, revisions and proof-reading corrections to their own writing			
20	add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)			

Date and genre of work:							Summary
Working towards the expected standard							
The pupil can after discussion with the teacher:							
• write sentences that are sequenced to form a short narrative (real or fictional)							
• demarcate some sentences with capital letters and full stops							
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
• spell some common exception words*							
• form lower-case letters in the correct direction, starting and finishing in the right place							
• form lower-case letters of the correct size relative to one another in some of their writing							
• use spacing between words.							
Working at the expected standard							
The pupil can after discussion with the teacher:							
• 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 (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses							
• 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							
Working at greater depth							
The pupil can, after discussion with the teacher:							
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
• make simple additions, revisions and proof-reading corrections to their own writing							
• use the punctuation taught at key stage 1 mostly correctly							
• spell most common exception words							
• add suffixes to spell most words correctly in their writing (e.g. ment , ness , ful , less , y)*							
• use the diagonal and horizontal strokes needed to join some letters							