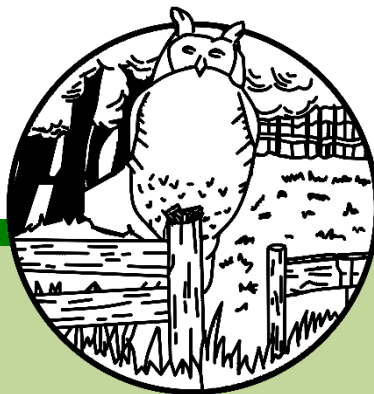


Year 2 Writing Criteria



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Year 2 Writing Criteria



Name:								Collection
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Working Towards the Expected Standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

demarcating some sentences with capital letters and full stops							
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly							
spelling some common exception words*							
forming lower-case letters in the correct direction, starting and finishing in the right place (Not essential)							
forming lower-case letters of the correct size relative to one another in some of the writing (Not essential)							
using spacing between words.							

Working at the Expected Standard

The pupil can write a narrative about their own and others' experiences (real and fictional) across the curriculum, after discussion with the teacher:

demarcating <u>some</u> sentences with capital letters and full stops							
	question marks						
	exclamation marks						
	statements						
	questions						
	exclamations						
	commands						
using some expanded noun phrases to describe and specify (Yr 1 Mastery)							
using present and past tense mostly correctly and consistently							
using co-ordination (or / and / but) Yr 1 Mastery)							
using some subordination (when / if / that / because)							
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly							
spelling many common exception words*							
spelling some words with contracted forms*							
adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly, -ed, -ing							
using the diagonal and horizontal strokes needed to join letters in some of their writing							
writing capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters							
accurate use of adjectives							
work is beginning to be structured correctly							
variety of different sentence openers							
beginning to have an awareness of audience and purpose							
beginning to adapt style							

Working at Greater Depth Within the Expected Standard

The pupil can write for different purposes across the curriculum, after discussion with the teacher:

using the full range of punctuation taught at key stage 1 mostly correctly including:	commas to separate items in a list						
	apostrophes to mark singular possession in nouns						
	Capital letters, full stops, question marks, exclamation marks (at least 3)						
spelling most common exception words*							
spelling most words with contracted forms*							

adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful,, -less, -ly *							
using the diagonal and horizontal strokes needed to join letters in most of their writing.							
work is structured correctly e.g. beginning, middle, end							
is beginning to use paragraphs to group information							
accurate use of adverbs and adjectives							
can adapt form for style and purpose (e.g. formal/informal letters, abbreviated notes etc.)							
is beginning to develop a sense of place, making writing lively and interesting							

To be at a standard ALL boxes must be ticked at least twice across 5 or 6 pieces of work. The preceding standard must also have been met. Children CANNOT be working at greater depth without meeting the handwriting requirements.

Definitions:

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)

KS1 Mastery Checklist

Before children are assessed against the mastery checklist, they need to be secure in the appropriate year group. The child will be able to produce close to one side of A4 that is coherent and clear throughout. The writing will show strength in at least one of the following – basic skills, the writers 'voice', appropriate style, organisation of content. The work should be unsupported.

1.	Work is correctly organised, imaginative and clear (e.g. has a simple opening and ending)	
2.	The handwriting is usually joined	
3.	The child can use a range of writing forms consistently and appropriately	
4.	The audience is considered in the chosen form, e.g. a character is described, information is given	
5.	Interesting vocabulary is sometimes used (above the level of vocabulary expected by a child of that age)	
6.	Ideas are developed and extended logically in sequenced sentences (although this may still be overly detailed or brief).	
7.	Extends sentences using a wider range of connectives (e.g. when, because, if, after, while, also, as well)	
8.	Sentences are usually grammatically correct (nouns and verbs agree)	
9.	Cohesion is developed through use of pronouns to prevent repetition	
10.	A range of punctuation can be used appropriately (at least 3 of the following: capital letters and full stops, question marks, exclamation marks, commas, apostrophes)	
11.	Work is structured correctly, e.g. with beginning, middle, ending; letter structure etc.	
12.	Is beginning to use paragraphs to group information.	
13.	Can adapt form for style and purpose (e.g. formal/informal letters, abbreviated notes etc.)	
14.	Handwriting is neat and legible	
15.	Accurate use of adverbs and adjectives	
16.	Phonetically regular words are spelt correctly	
17.	Characters are developed through descriptions of feelings, emotions etc.	
18.	Events are linked and related (afterwards, before, also, after a while, eventually)	
19.	Attempts to humour, interest or give an opinion through detail	
20.	Uses generalising words e.g. 'always', 'usually' etc. and/or modal verbs 'might do', 'should', 'may'.	
21.	Is beginning to develop a sense of pace, making writing lively and interesting.	