

Year 2 Writing Checklist: Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:
<p>Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher: Write sentences that are ordered to form a short narrative Fictional: Writing sentences for stories within a range of genres, e.g. an adventure story, a traditional tale.</p>
<p>Demarcating some sentences with capital letters and full stops within a text. Can you use a capital letter at the beginning of <u>some</u> sentences and for <u>some</u> proper nouns? E.g. The dog followed Sarah down the street.</p> <p>Can you use a full stop at the end of <u>some</u> command or statement sentences? E.g. Spread the butter with a knife.</p>
Use a space between all of the words
Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.
Spelling some common exception words*
Forming lower-case letters in the correct direction, starting and finishing in the right place
forming lower-case letters of the correct size relative to one another in some of the writing

Year 2 Writing Checklist: Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:
Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
Write simple narratives about their own and other people's experiences, whether they are real or made up. e.g. an adventure story, a traditional tale.
Writing about real events, recording these simply and clearly Write about real events, recording these simply and clearly? e.g. a recount of a class trip, a diary entry, a retell of a historical event.
Demarcating most sentences with capital letters and full stops: Use a capital letter at the beginning of <i>some</i> sentences and for <i>most</i> proper nouns. E.g. The dog followed Sarah and Ben down the street on Saturday. Use a full stop at the end of <i>most</i> command or statement sentences? E.g. Spread the butter with a knife carefully.
Demarcating questions with question marks. Use a question mark at the end of <i>some</i> question sentences? E.g. What are you doing today?
Using present and past tense <i>mostly</i> correctly and consistently E.g. Today, Aminah will drive to school in the car. Yesterday, she walked to school.
Using co-ordination (or / and / but) and 'but' in your sentences? E.g. Simon loves ketchup but he hates mayonnaise. Do you like ketchup or do you prefer mayonnaise? I like to have ketchup and I like to have mayonnaise on my chips. *Please consider the use of "FANBOYS" resources
Using some subordination (when / if / that / because) Can <i>sometimes</i> use the conjunctions 'when', 'if', 'that' and 'because' in a sentence? E.g. Leon was upset when Billy was mean about his hair. I will be happy if my Dad gets home from work on time. It's disappointing that the football team lost their match. Jack loves chocolate because it is so tasty.
Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Spelling many KS1 common exception words *see government issued list
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Using spacing between words that reflects the size of the letters

Year 2 Writing Checklist: Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge:
Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher: Write within these text types, using prior learning from reading to help Narratives: Telling a story within different genres, e.g. an adventure story, a traditional tale. Real events: A retelling of events, e.g. a recount of a class trip, a diary entry, a retell of a historical event. Information: A factual report on a particular topic, e.g. a non-fiction explaining a life cycle. Instruction: A set of instructions that can be followed by a reader, e.g. how to make a hand puppet. Poetry: A collection of verses to entertain, e.g. a shape poem about spring.
Making simple additions, revisions and proof-reading corrections to their own writing. Make simple additions, changes or corrections to their own writing after reading it through. e.g. Get a new pin pen.
Using the full range of punctuation taught at key stage 1 <u>mostly</u> correctly including: Capital letters to begin sentences and proper nouns. E.g. The dog followed Sarah down Queen Street last July. <ul style="list-style-type: none">• Full stops at the end of command or statement sentences. E.g. Joshua stood up to speak.• Question marks at the end of question sentences. E.g. What time will you be home?• Exclamation marks at the end of exclamation sentences. E.g. How wonderful the day was!• Spaces between words, which are the correct size. E.g. <i>These spaces are just right.</i>• Commas to separate items in a list. E.g. I will buy bread, butter, eggs and jam from the shop.• Possession in nouns and contractions. Apostrophes to show belonging. E.g. The girl's coat was on the peg.
Spelling most common exception words *See government issued list
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