

Writing Year 2 Framework

Name:



Autumn	
Handwriting	<ul style="list-style-type: none">● Form lower-case letters in the correct direction, starting and finishing in the right place (<i>cursive – kicks and flicks</i>).● Form lower-case letters of the correct size relative to one another in some of their writing.
Spelling	<ul style="list-style-type: none">● Spell some common exception words (Year 2).● Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.
Composition	<ul style="list-style-type: none">● Write sentences that are sequenced to form a short narrative (real or fictional).
Grammar	<ul style="list-style-type: none">● Begin to use present and past tense correctly.● Begin to use co-ordination (e.g. and/but) and some subordination (e.g. because) to join clauses.
Punctuation	<ul style="list-style-type: none">● Demarcate some sentences with capital letters and full stops.

End of KS1 Expectations Assessment - Writing

Name:							
Working Towards the Expected Standard- pupil can after a discussion with the teacher.	Piece 1	Piece 2	Piece 3	Piece 4	Piece 5	Piece 6	Achieved and Evidenced
1. Write sentences that are sequenced to form a short narrative (real or fictional).							
2. Demarcate some sentences with capital letters and full stops.							
3. Represent words by graphemes, spelling some words correctly and making phonically-plausible attempts at others.							
4. Spell some common exception words.							
5. Form lower-case letters in the correct direction, starting and finishing in the right place.							
6. Form lower-case letters of the correct size relative to one another in some of their writing.							
7. Use spacing between words.							
Working at the Expected Standard - pupil can after a discussion with the teacher.							
1. Write simple, coherent narratives about personal experiences and those of others (real or fictional).							
2. Write about real events, recording these simply and clearly.							
3. Demarcate most sentences in their writing with capital letters and full stops.							
Use question marks correctly when required.							
4. Use present and past tense mostly correctly and consistently.							
5. Use co-ordination (e.g. or / and / but).							
Use some subordination (e.g. when / if / that / because) to join clauses.							
6. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.							
7. Spell many common exception words.							
8. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.							
9. Use spacing between words that reflects the size of the letters.							
Working at the Greater Depth Standard - pupil can after a discussion with the teacher.							
1. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.							
2. Make simple additions, revisions and proof-reading corrections to their own writing.							
3. I can use the full range of punctuation taught at key stage 1 mostly correctly including: commas to separate items in a list.							
I can use apostrophes to mark contractions (e.g. won't).							
I can use apostrophes to mark singular possession (e.g. John's hat).							
4. Spell most common exception words.							
5. Use suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly).							
6. Use the diagonal and horizontal strokes needed to join some letters.							

CEW

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

