

Year 2 Writing Criteria

Name: _____

Collection

Working Towards the Expected Standard

The pupil can, 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 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 | | | | | | | | |
| using 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 . | | | | | | | | |
| demarcating most sentences with capital letters and full stops. | | | | | | | | |
| if writing a question is used in the writing question marks need to be used correctly. | | | | | | | | |
| using present and past tense mostly correctly and consistently | | | | | | | | |
| using co-ordination (or / and / but) to join clauses | | | | | | | | |
| using some subordination (when / if / that / because) to join clauses | | | | | | | | |
| segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. | | | | | | | | |
| when a word is misspelt, all phonemes are represented by a phonically plausible grapheme. | | | | | | | | |
| spelling many common exception words* | | | | | | | | |
| writing capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters | | | | | | | | |
| using spacing between words that reflects the size of the letters | | | | | | | | |

Working at Greater Depth Within the Expected Standard

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 : | | | | | | | | |
| full stops and capital letters (to start sentences and proper nouns) | | | | | | | | |
| question marks | | | | | | | | |
| exclamation marks | | | | | | | | |
| commas to separate items in a list | | | | | | | | |
| apostrophes for possession and contraction | | | | | | | | |
| spelling most common exception words* correctly | | | | | | | | |
| 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 some of their writing | | | | | | | | |

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: not DFE

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)

