

Working Towards the Expected Standard:				
Pupil(s) are beginning to meet the following aims after discussion with the teacher::				
★	To write sentences in order to make a short narrative (real or fictional) or non fiction text.			
	Uses punctuation some of the time to demarcate sentences:	capital letters (for names, places, the days of the week, the pronoun 'I')		
		full stops		
		question marks		
		exclamation marks		
	To use the joining word (conjunction) 'and' to link ideas and sentences.			
	To make some considered word choices from word banks or working walls.			
	To segment spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others.			
	To spell some common exception words			
	To form lower-case letters in the correct direction, starting and finishing in the right place			
★ ★	To forming lower-case letters of the correct size relative to one another in some of the writing			
	To use finger spaces between words.			
	To reread their writing aloud to check that it makes sense.			
	Working At the Expected Standard:			
	Pupil(s) are beginning to independently apply their knowledge after discussions with the teacher:			
	To write a simple, coherent narrative about their own and others' experiences (real and fictional).			
	To write about real events, recording these simply and clearly.			
	To usually sustain narrative and non-narrative forms (can write at length, staying on task).			
	To use present and past tense mostly correctly and consistently.			
	To use the progressive form of verbs in the present and past tense e.g she is drumming, he was shouting.			
★ ★ ★	Uses punctuation to demarcate most sentences with:	capital letters (for names, places, the days of the week, the pronoun 'I')		
		full stops		
	and with use of:	question marks		
		exclamation marks		
		beginning to use commas to separate items in a list		
		beginning to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name (maybe inconsistent)		
	To use co-ordination (or / and / but)			
	To use some subordination e.g. when / if / that / because.			
	To link events and ideas using time connectives e.g. last time, before, after, soon, then, another.			
	To make considered word choices from word banks or working walls.			
★ ★ ★	To use adjectives and simple expanded noun phrases for description for example, the blue butterfly, plain flour.			
	To reread their writing to check that it makes sense and make some simple changes independently.			
	Working at Greater Depth within the Expected Standard:			
	Pupil(s) are confidently and independently able to apply their knowledge after discussion with the teacher:			
	To write effectively and coherently for different purposes drawing on reading to make interesting vocabulary and grammar choices.			
	To sustain narrative and non-narrative forms (can write at length, staying on task)			
	To match organisation to purpose e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing.			
	To use expanded noun phrases for description and specification			
	To begin to make writing lively and interesting by making interesting and ambitious word choices, changing sentence length,			
	To use the full range of punctuation taught at key stage 1 mostly correctly including:	Capital letters.		
★ ★ ★		Full stops.		
		Question marks.		
		Exclamation marks.		
		Commas in lists.		
		Apostrophes to mark where letters are missing in spelling-contractions		
		Apostrophes for singular possession.		
	To begin to use commas after ly openers.			
	To use co-ordinating conjunctions to join two or more simple sentences, thoughts, ideas e.g. but, so, or, and.			
	To use subordinating connectives such as while, when, where, because, who, which to extend sentences and add detail.			
	To use a range of sentence starters e.g. ly words, subordinating conjunctions, prepositions and pronouns.			
★	To spell most common exception words			
	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly			

Year 2 writing checklist

	To use the diagonal and horizontal strokes needed to join letters in most of their writing			
	To independently make simple additions, revisions and proof-reading corrections to their own writing.			