|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **In year 2 we always:**   * **start a piece of writing with a capital letter** * **use a full stop at the end of a sentence** * **use capital letters for some proper nouns and the personal pronoun ‘I’**Image result for self assessment smiley faces | | | | | |
| **Working towards the expected standard** | | | **Working at the expected standard** | | **Surpassing – Working at greater depth** |
| **Bronze writer (b)** | **Silver writer (b+)** | **Gold writer (w)** | **Ruby writer (w+)** | **Emerald writer (s)** | **Diamond writer (s+)** |
| Write sentences that are sequenced to form a short narrative, after discussion with the teacher: | Some awareness of purpose with ideas and content generally relevant to the task. | Write sentences that are sequenced to form a short narrative (real or fictional) | Write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher: | Build up a sequence of relevant events with a simple conclusion or appropriate ending. | Write effectively and coherently for different purposes, drawing on the reading to inform vocabulary and grammar of their writing |
| Demarcate some sentences with capital letters and full stops. | Spell some common exception words. | Use spacing between words that reflects the size of the letters. | Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks. | Some awareness of purpose through selection of relevant content and an attempt to interest the reader. | Demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting. |
| Segment spoken words into phonemes and representing these by graphemes, spelling some correctly. | Use common alternative graphemes with increasing accuracy. (e.g. ai/ay/a-e) |  | Use present and past tense mostly correctly and consistently. | Write for different purposes, after discussion with the teacher:  • using the full range of punctuation taught at key stage 1 mostly correctly | Simple text structure with an attempt to organise related ideas in sections or paragraphs. |
| Make phonetically-plausible attempts at other words | Form lower-case letters in the correct direction, starting and finishing in the right place. |  | Use co-ordination (e.g. and/or/but) and some subordination. (e.g. if/that/because) | Commas used to separate items in a list. | Spell most words with contracted forms. |
| Accurately spell common phonically decodable two and three syllable words. | Form lower-case letters correctly (size relative to one another in some of the writing). |  | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. | Spell most common exception words. | Add suffixes to spell most words correctly in their writing. (e.g. –ly, -ful, -less, -ment) |
|  |  |  | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. | Able to make simple additions, revisions and corrections to their writing. | Use apostrophes for singular possession. |
| Simple words or phrases signal beginnings and endings e.g. Once upon a time…, On the weekend… | Structure and form of narrative clear. |  |  |  | Use the diagonal and horizontal strokes needed to join some letters. |
|  | Ideas show some development within sections of writing. | Writing content and organisation relates to the purpose: mostly relevant ideas and content. | Use a wider range of ways to begin a sentence. |  |  |
|  | Use simple conjunctions to connect clauses (e.g. and, but, so, or) | Openings and closings sometimes signalled in a range of writing. | Use some ambitious vocabulary. | Viewpoint may be indicated by simple comments or actions. | Use a variety of fronted adverbials to add interest. (e.g. In the middle of the park, …) |
|  | Use extended simple sentences. (e.g. including adverbs and adjectives to add interest) | Use sentences with different forms in their writing. | Use simple noun phrases with a greater range of vocabulary. | Create narratives with some detail in characterisation, description of setting and development of plot. | Begin to use commas after simple fronted adverbials. |
|  | Show some variation in sentence openings. (e.g. simple time connectives) | Attempt some varied vocabulary to create detail, for effect and interest. | Common homophones are spelt accurately. | Use of simple organisational devices in non-fiction to organise ideas for the reader. | Use simple time subordination to open sentences. (e.g. When I finish dinner, …) |



**Composition Grammar and Punctuation Spelling Handwriting**