

# Performance of Writing - Expected Standard at end of Year 2



	Aut 1	Aut 2	Spr 1	Spr 1	Sum 1	Sum 2
In some writing, usually with support						
<b>Purpose and Impact</b>						
Write whole texts that are interesting, engaging or thoughtful.						
Ideas are mostly suitable for a narrative.						
Sometimes the viewpoint is indicated by comments.						
Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.						
Produce texts which are appropriate to reader and purpose.						
Include the main features of a genre/text type.						
<b>Structure and Shape</b>						
Organise and present whole texts effectively that sequence and structure information.						
Include enough information and description to interest the reader.						
Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.						
Construct a cohesive piece with logical links/ breaks.						
Group main ideas together.						
<b>Sentence Structure</b>						
Vary sentences for clarity, purpose and effect.						
Use sentences with different forms: statement, question, exclamation and command.						
Ask questions to the reader.						
Write sentences with adventurous adjectives.						
Write long sentences.						
Write short sentences.						
Start sentences in different ways from a name or personal pronoun, e.g. One bright morning...						
Include expanded noun phrases for description and specification e.g. The blue butterfly.						
<b>Tense</b>						
Use correct verb forms e.g. present; she is drumming, past; he was shouting.						
Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping						
<b>Conjunctions/Complex Sentences</b>						
Write compound sentences that include co-ordination e.g. or, and, but.						
Write complex sentences that include subordination e.g. when, if, that, because.						
<b>Writerly Techniques</b>						
Deploy poetic style to engage the reader.						
Use rhyme for effect e.g. He was snoring and roaring.						
Use repetition in a basic way that follows story models e.g. run, run, as fast as you can.						
<b>Vocabulary</b>						
Select appropriate and effective vocabulary.						
Choose words appropriate to the writing.						
Construct sentences that include adjectives, adverbs and precise verbs.						
Use some 'purple' ambitious vocabulary (see purple Writing Progress Plan).						
<b>Adverbs/adverbial phrases</b>						
Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'ly' word, quickly						
<b>Punctuation</b>						
Write with technical accuracy of punctuation.						
Always use full stops.						
Use commas to separate items in a list.						
Use capital letters more than 50% of the time.						
Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll.						
Use exclamation marks and question marks.						
Use the apostrophe to mark singular possession e.g. the girl's bag.						
<b>Spelling and Word Structure</b>						
Apply spelling rules into writing.						
Use phonetically plausible strategies to spell unknown polysyllabic words.						
Use suffixes such as ___ness, ___er, to form nouns or by compounding e.g. sleepiness.						
Use adjectives ending in ___ful, ___less, ___er, ___est e.g. beautiful.						
Turn adjectives into adverbs through applying 'ly' e.g. slowly						
<b>Broadly this will not influence judgement but this is the year 2 benchmark</b>						
<b>Handwriting and presentation</b>						
Form lower case letters of the correct size in relation to other letters.						
Start using some of the diagonal and horizontal strokes to join letters.						

# Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Noun						
Noun Phrase						
Statement						
Question						
Exclamation						
Command						
Compound						
Suffix						
Adjective						
Adverb						
Verb						
Tense (past, present)						
Apostrophe						
Comma						

## Effective Examples Of Writing Ideas



<b>F</b>						
<b>A</b>						
<b>N</b>						
<b>T</b>						
<b>A</b>						
<b>S</b>						
<b>T</b>						
<b>I</b>						
<b>C</b>						

### Expected Standard Progression Key :

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
<input type="checkbox"/> No / Little Evidence	0 - 3
<input type="checkbox"/> <b>P</b> Progressing Towards	4 - 9
<input type="checkbox"/> <b>O</b> On Track	10 -14
<input type="checkbox"/> <b>W</b> Way Ahead	15 -21
	22 + = Greater Depth : Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing task.