

**Year 2 Writing KEY PERFORMANCE INDICATOR Assessment Framework** Name: \_\_\_\_\_

Date and genre of work:									Summary
-------------------------	--	--	--	--	--	--	--	--	---------

**Working towards the expected standard**

<b>The pupil can, after discussion with the teacher:</b>									
Write sentences that are sequenced to form a short narrative									
Demarcate some sentences with capital letters and full stops									
Segment spoken words into phonemes and representing these by graphemes, spelling some correctly									
Spell some common exception words*									
Form lower-case letters in the correct direction, starting and finishing in the right place									
Form lower-case letters of the correct size relative to one another in some of their writing									
Use spacing between words									

**Working at the expected standard**

<b>The pupil can, after discussion with the teacher:</b>									
Demarcate most sentences with capital letters and full stops									
Use question marks correctly when required									
Develop positive attitudes towards and stamina for writing by writing for different purposes, including poetry, simple, coherent narratives about personal experiences and those of others (fictional or real)									
Write about real events, recording these simply and clearly									
Write simple, coherent narratives about personal experiences and those of others (real and fictional)									
Use present and past tense mostly correctly and consistently									
Use co-ordination (or / and / but) to join clauses									
Use some subordination (when / if / that / because) to join clauses									
Segment spoken words into phonemes and representing these by graphemes, spelling many correctly and make phonetically plausible attempts at others									
Spell many common exception words* and some words with contracted forms									
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters									
Use spacing between words that reflects the size of the letters									

**Working at greater depth**

<b>The pupil can, after discussion with the teacher:</b>									
Use the full range of punctuation taught at key stage 1 mostly correctly, including	exclamation marks								
	commas to separate items in a list								
	apostrophe to mark singular possession in nouns e.g. the girl's book								
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 by evaluating their writing with the teacher and other pupils and proof reading to check for errors.									

Spell most common exception words*							
Add suffixes to spell most words correctly in their writing, e.g. - <i>ment, -ness, -ful, -less, -ly*</i>							
Use the diagonal and horizontal strokes needed to join some letters							



**Upper  
Wharfedale  
Primary  
Federation**