

Year 2

Writing Assessment Indicators

Term 1

**KPIs On-track for Expected Standard (EXS)**

- Retell a story including effective characterisation structured into three parts following a model using simple descriptive language to try to interest the reader **(24)**
- Use information from research to group, plan and assemble information into a short non-chronological report **(19)**
- Write about a real event, recording it simply and clearly
- Demarcate sentences with capital letters, full stops, exclamation marks and question marks mostly correctly **(3)**
- Understand how to write in the past tense **(4)**
- Write in the first and third person
- Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) **(14)**
- Form lower-case letters in the correct direction, starting and finishing in the right place **(11)**
- Form lower-case letters of the correct size relative to one another in some of their writing **(11)**
- Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly **(1)**
- Spell most common exception words taught so far **(17)**
- Evaluate their own and others finished writing with the teacher and/or peers **(22)**
- Use sentences of different forms: statements questions, exclamations and commands **(12)**

**KPIs On-track for Greater Depth (GDS)**

- Expand information using some subordination AND co-ordination **(15)**
- Use some expanded noun phrases to describe and specify **(13)**
- Use a wider range of adjectives e.g. superlative and comparative adjectives
- Structure own writing deciding on what goes in each part by dividing writing into sections **(18)**
- Sustain the writing of longer texts, which maintain the purpose of the writing.

Term 2

**KPIs On-track for Expected Standard (EXS)**

- Write simple, coherent texts in three parts **(20)**
- Write about a real experience structured appropriately
- Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands
- Expand noun phrases to describe and specify **(13)**
- Demarcate many sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required **(3)**
- Use capital "I" for personal pronouns
- Use a wider range of subordination (e.g. when/if/that/because) to join clauses **(14)**
- Form lower-case letters of the correct size relative to one another in most of their writing **(11)**
- Consistently uses spaces between words that reflects the sizes of the letters **(2)**
- Spell common exception words covered so far **(5)**
- Spell some contracted words **(8)**
- Separate items in a list using commas **(16)**

**KPIs On-track for Greater Depth (GDS)**

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of the writing **(25)**
- Decide on the structure of writing based on its form.
- Know what features to change when changing the form of writing **(23)**
- Identify where words are spelt incorrectly **(23)**
- Edit own writing with simple corrections
- Add suffixes to spell some words correctly including -ment, -ness, -ful, -less, -ly **(6)**
- Experiment with cursive writing **(10)**
- Understand 1st person and 3rd person writing
- Experiment with a range of ways of expanding nouns
- Experiment with adverbs
- Make simple additions, revisions and proof reading corrections to own writing
- Use the possessive apostrophe in singular nouns **(9)**

Term 3

**KPIs Expected Standard (EXS)**

- Write simple, coherent texts in three parts **(20)**
- Write about real events, recording these simply and clearly
- Write a simple persuasive piece
- Demarcate most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required **(3)**
- Use present and past tense mostly correctly and consistently including the simple and progressive form **(4)**
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses **(14) (15)**
- Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters **(3)**
- Spell many common exception words
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others **(1)**
- Read own writing aloud with appropriate intonation to make meaning clear **(21)**
- Spells some common homophones and distinguishes between homophones and near homophones **(7)**

**KPIs Greater Depth (GDS)**

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Experiment with simple figurative language
- Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\* **(23)**
- Use the diagonal and horizontal strokes needed to join some letters **(10)**
- Independently choose to use features of different forms of writing showing awareness of audience and form. **(25)**

## Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Chosen Texts</b>  <b>Aut 1:</b> <i>The Pirates Next Door</i> by Jonny Duddle  <b>Aut 2:</b> <i>The Pirate Monster</i> by Jonny Duddle  <b>Spr 1:</b> <i>Hansel and Gretel</i> by Anthony Browne  <b>Spr 2:</b> <i>The Twits</i> By Roald Dahl  <b>Sum 1:</b> <i>The Mousehole Cat</i> by Antonia Barber  <b>Sum 2:</b> <i>Katie Morag and the Bad Boy Cousins</i> By Mairi Hedderwick</p> <p><b>Archaic Texts</b>  Rumpelstiltskin, Rapunzel, Piped Piper of Hamelin, Pinocchio, The Owl and the Pussycat</p> <p><b>Non-linear Time Sequences</b>  The Summer My Father Was Ten, Grandpa, One Candle</p> <p><b>Complexity of the Narrator</b>  Chester, Fantastic Mr Fox, The Day the Crayons Quit, Hey Little Ant</p> <p><b>Complexity of Plot</b>  Grandad's island, Dinosaurs and All That Rubbish, Flat Stanley</p> <p><b>Resistant Texts</b>  Wolves, Ning Nag Nong, Mirror</p>	<p style="text-align: center;"><u>Narrative</u></p> <p><b>Expected Standard:</b>  Retell a 3 part story that has a key central character.</p> <p><b>Transform for GDS:</b>  Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.</p> <p style="text-align: center;"><u>Non-Chronological Report</u></p> <p><b>Expected Standard:</b>  Use information from research to group and assemble information into a short non-chronological report.</p> <p><b>Transform for GDS:</b>  Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p> <p style="text-align: center;"><u>Poetry</u></p> <p><b>Expected Standard:</b>  Create a diamante poem. Complete structure:  Line structure is as follows: Line 1: Beginning subject  Line 2: Two adjectives about line 1  Line 3: Three verbs or words ending '-ing' about line 1  Line 4: A short phrase about line 1, a short phrase about line 7  Line 5: Three verbs or words ending '-ing' about line 7  Line 6: Two adjectives about line 7  Line 7: End subject.</p> <p><b>Transform for GDS:</b>  Use increasingly precise adjectives and verbs.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p><b>Expected Standard:</b>  Retell a <b>traditional tale</b> –with repeated events using the rule of three.</p> <p><b>Transform for GDS:</b>  Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p> <p style="text-align: center;"><u>Recount</u></p> <p><b>Expected Standard:</b>  Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. Complete as a <b>post card or an email</b>.</p> <p><b>Transform for GDS:</b>  Write same recount as a third person recount.</p> <p style="text-align: center;"><u>Explanation</u></p> <p><b>Expected Standard:</b>  Write a series of extended sentences, organised appropriately for a specific form to explain a process.</p> <p><b>Transform for GDS:</b>  Write a new explanation text where relevant items are grouped together and enough details are included.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p><b>Expected Standard:</b>  Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p><b>Transform for GDS:</b>  Revise the way the nouns are expanded e.g. Adjectives after the noun, before the noun and use of additional information.</p> <p style="text-align: center;"><u>Instructions</u></p> <p><b>Expected Standard:</b>  Write <b>instructions</b> with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p> <p><b>Transform for GDS:</b>  <b>Extend and clarify instructions</b> using expanded nouns, subordination and co-ordination to specify and add detail.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p><b>Expected Standard:</b>  Write a <b>simple persuasive piece</b> based on research, a topic of interest or a fictional book.</p> <p><b>Transform for GDS:</b>  Change a <b>simple persuasive piece</b> based on research, a topic of interest or a fictional book into a persuasive letter.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p><b>Expected Standard:</b>  Plan and tell a story in four parts with clear use of subordination and co- ordination.</p> <p><b>Transform for GDS:</b>  Expand on the main event with a focus on use of verbs and adverbs.</p> <p style="text-align: center;"><u>Recount</u></p> <p><b>Expected Standard:</b>  Write a <b>narrative recount</b> in role. Write about a real experience.</p> <p><b>Transform for GDS:</b>  Change the form of the recount e.g. <b>diary or letter</b> considering how language and vocabulary choices may change.</p> <p style="text-align: center;"><i>*Less genres due to KS1 SATs</i></p>	<p style="text-align: center;"><u>Narrative</u></p> <p><b>Expected Standard:</b>  To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p><b>Transform for GDS:</b>  Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p style="text-align: center;"><u>Non-Chronological Report</u></p> <p><b>Expected Standard:</b>  Use the language and structural features in a specific form e.g. <b>leaflet</b>.</p> <p><b>Transform for GDS:</b>  Change the form of the report from a leaflet <b>to a page in a non-fiction book or letter to inform</b>.</p> <p style="text-align: center;"><u>Poetry</u></p> <p><b>Expected Standard:</b>  Create a <b>free verse poem</b> about a chosen subject. Choose own purpose and audience. Use increasing precise range of adjectives and verbs with correct poetry punctuation.</p> <p><b>Transform for GDS:</b>  Change the purpose of the poem: to make someone laugh, to scare, to entertain, to describe.</p>	<p style="text-align: center;"><u>Narrative</u></p> <p><b>Expected Standard:</b>  To plan and write a <b>familiar story</b> with a range of sentence types – applying the skills of Year 2.</p> <p><b>Transform for GDS:</b>  Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p style="text-align: center;"><u>Persuasion</u></p> <p><b>Expected Standard:</b>  Use simple persuasive language to write a persuasion based on a fictional book <b>e.g. in the form of a letter to a character in a book</b>.</p> <p><b>Transform for GDS:</b>  Expand on information using emotive language to create a persuasive leaflet for visit.</p>