

★ YEAR TWO		*CYCLE:	1	1	2	2	3	3
Working towards	<b>The pupil can, after discussion with the teacher:</b>							
	write sentences that are sequenced to form a short narrative (real or fictional)							
	demarcate some sentences with capital letters and full stops							
	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
	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	<b>The pupil can, after discussion with the teacher:</b>							
	write simple, coherent narratives about personal experiences and those of others (real or fictional)							
	write about real events, recording these simply and clearly							
	demarcate most sentences with:	capital letters and full stops						
	and with some use of	question marks						
	use present and past tense mostly correctly and consistently							
	use co-ordination (e.g. or / and / but) to join clauses							
	use some subordination (e.g. when / if / that / because) to join clauses							
	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others							
	spell many common exception words							
	form 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.							
	<i>use expanded noun phrases for description</i>							
<i>know the difference between a statement, question, exclamation and commands</i>								
<i>demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession (greater depth)</i>								
Working at greater depth	<b>The pupil can, after discussion with the teacher:</b>							
	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							
	use the punctuation taught at key stage 1 mostly correctly	exclamation marks						
		commas to separate items in a list						
		apostrophe to mark singular possession in nouns						
spell most common exception words								
add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)								
use the diagonal and horizontal strokes needed to join some letters.								

\*Schl internal writing moderation wk 8 each cycle, Trust moderation wk 9 each cycle. Each assessment cycle is 13wks.

Statements in italics and shaded are not part of moderation judgements and are not in the assessment framework but they support coherence.