

# Writing Overview | Assessment Indicators and Outcomes

## Year 2

### Writing Assessment Indicators

#### Term 1

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

- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- (TAF) Uses present and past tense correctly and consistently, progressive form to mark actions in progress e.g. *she is drumming, he was shouting.* **(4)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- Uses expanded noun phrases to describe and specify, (e.g. *blue butterfly, plain flour.*) **(13)**
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Begin to divide their own writing into sections (*where appropriate.*) **(18)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Has stamina in writing, can write at least three parts. **(20)**
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (e.g. *can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

#### Term 2

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

- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- Spell some contracted words, knowing the word 'apostrophe.' **(8)**
- Use the possessive apostrophe in singular nouns (*GDS*). **(9)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Begin to use and recognise features of Standard English in their writing, (e.g. *not using slang, colloquialisms. Aware of the audience.*) **(17)**
- Begin to divide their own writing into sections (*where appropriate.*) **(18)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Has stamina in writing, can write at least three parts. **(20)**
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. **(22)**
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (e.g. *can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Attempts to interest the reader through creating characters and settings. **(24)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

#### Term 3

##### KPIs Expected Standard (EXS)

- (TAF) Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- (TAF) Uses present and past tense correctly and consistently, progressive form to mark actions in progress e.g. *she is drumming, he was shouting.* **(4)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- (TAF) Uses a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- (TAF) Uses a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Separate items in a list using commas. **(16)**
- Begin to use and recognise features of Standard English in their writing, (e.g. *not using slang, colloquialisms. Aware of the audience.*) **(17)**
- Begin to divide their own writing into sections (*where appropriate.*) **(18)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Has stamina in writing, can write at least three parts. **(20)**
- Read own writing aloud with appropriate intonation to make meaning clear. **(21)**
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. **(22)**
- Beginning to proof read and evaluate own and others' writing and make relevant corrections, (e.g. *can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Attempts to interest the reader through creating characters and settings. **(24)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

#### Spelling – taught through Sounds-Write

- (TAF) Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (*Phase 6 Letters and Sounds or equivalent.*) **(1)**
- Correctly writes from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- (TAF) Spell many exception words (*most for GDS.*) **(5)**
- Begins to spell some common homophones and distinguishes between homophones and near homophones. **(7)**
- (TAF) Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. **(6)**
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#### Handwriting – ongoing

- (TAF) Uses diagonal and horizontal strokes needed to join letters in some of their writing (*GDS.*) **(10)**
- (TAF) Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently uses spaces between words that reflect the size of the letters. **(11)**

#### Greater Depth (GDS) Statement

- 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 their writing.
- Sustain the writing of longer texts which maintain the purpose of the text type.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use the punctuation taught at KS1 mostly correctly.

**\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose**

## Writing Outcomes

Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Class Novels</u></b>  <b>Autumn Term</b>  Horrid Henry  The Wind in the Willows  Alternative Fairytales</p> <p><b>Spring Term</b>  Flat Stanley  Martin's Mice  The Hodgeheg</p> <p><b>Summer Term</b>  The Worst Witch  Winnie the Witch  The Boy who Grew Dragons  The Boy who Flew with Dragons</p> <p><b><u>Optional Texts</u></b>  Rumpelstiltskin  After the Fall  This is Pink  The Owl and the Pussycat  The Lion and Albert  George and the Dragon  Burglar Bill  Anthony Browne stories</p> <p><b><u>Non-fiction</u></b>  Range of high quality non-fiction including online and books</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>Hansel &amp; Gretel</b></p> <p><b>Expected Standard:</b>  Retell a traditional tale using story language</p> <p><b>Objectives:</b> 3, 13, 19, 25</p> <p><b>Transform for GDS:</b> Retell the story using expanded noun phrases to describe the main characters.</p> <p style="text-align: center;"><b><u>Non-Chronological Report</u></b>  <b>Linked to Transport topic</b></p> <p><b>Expected Standard:</b>  Use information from research to group and assemble information into a short non-chronological report.</p> <p><b>Objectives:</b> 4, 14, 19, 25</p> <p><b>Transform for GDS:</b> Include an opening and concluding sentence to introduce and conclude the report</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>The True story of the Three Little Pigs</b></p> <p><b>Expected Standard:</b>  Retell an alternative traditional tale using story language.</p> <p><b>Objectives:</b> 3, 14, 15, 19</p> <p><b>Transform for GDS:</b> Add detail to the story using language from the story, expanded noun phrases to describe and some coordination and subordination</p> <p style="text-align: center;"><b><u>Recount</u></b></p> <p><b>Polar Express</b></p> <p><b>Expected Standard:</b>  Write a simple first person narrative recount linked to topic or personal experience maintaining past tense and consistent use of first person. Complete as a post card</p> <p><b>Objectives:</b> 4, 18, 19</p> <p><b>Transform for GDS:</b> Write from the perspective of another character in the story.</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>The Tunnel</b></p> <p><b>Expected Standard:</b>  Plan and tell a story, changing the setting.</p> <p><b>Objectives:</b> 19, 22, 24</p> <p><b>Transform for GDS:</b> Write from the perspective of a character in the story.</p> <p style="text-align: center;"><b><u>Explanation</u></b></p> <p><b>Linked to Science – life cycle of chick and butterfly</b></p> <p><b>Expected Standard:</b>  Write a series of extended sentences, organised appropriately (in order) to explain a process</p> <p><b>Objectives:</b> 14, 15, 18, 19, 25</p> <p><b>Transform for GDS:</b> Write an explanation using an appropriate heading/title and opening sentence to introduce the topic. Add additional details to help the reader understand the explanation</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>Journey</b></p> <p><b>Expected Standard:</b>  Plan and tell a story in four parts, changing more than one event</p> <p><b>Objectives:</b> 3, 12, 19, 22</p> <p><b>Transform for GDS:</b> Expand on the changed events, adding detail to interest the reader.</p> <p style="text-align: center;"><b><u>Instructions</u></b></p> <p><b>Link to RE – Simnel Cake</b></p> <p><b>Expected Standard:</b>  Write instructions with some expansion about something they know well including imperative verbs, precise language choices and commands. To include a list of equipment.</p> <p><b>Objectives:</b> 3, 12, 19</p> <p><b>Transform for GDS:</b> To include a title, opening statement about the intention of what will be made, list of equipment and numbered instructions.</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>Story map</b></p> <p><b>Expected Standard:</b>  To plan and write your own four part story.</p> <p><b>Objectives:</b> 4, 19, 22, 24</p> <p><b>Transform for GDS:</b> Expand on language used, including more adventurous language.</p> <p style="text-align: center;"><b><u>Non-Chronological Report</u></b></p> <p><b>Trip to Saltburn</b></p> <p><b>Expected Standard:</b>  Use the language and structural features in a specific form – to write as a leaflet</p> <p><b>Objectives:</b> 3, 12, 16</p> <p><b>Transform for GDS:</b> Change the form of the report from a leaflet to a fact file page.</p> <p style="text-align: center;"><b><u>Poetry</u></b></p> <p><b>Expected Standard:</b>  To recite a familiar poem. To write a simple Acrostic poem</p>	<p style="text-align: center;"><b><u>Narrative</u></b></p> <p><b>The Owl and the Pussycat</b></p> <p><b>Expected Standard:</b>  To plan and write a familiar story– applying the skills of Year 2.</p> <p><b>Objectives:</b> 14, 15, 22, 24</p> <p><b>Transform for GDS:</b> To retell the story in sequential order, using story language and beginning to experiment with speech.</p> <p style="text-align: center;"><b><u>Persuasion</u></b></p> <p><b>Trip to Saltburn</b>  <b>Grandad's Island</b></p> <p><b>Expected Standard:</b>  Use simple persuasive language to write a persuasion based on an experience. Write in the form of a letter to a person of their choice.</p> <p><b>Objectives:</b> 3, 17, 22</p> <p><b>Transform for GDS:</b> Expand on information using emotive language to create a leaflet for a visit.</p>

The class novels are read at story time. The optional texts may be read to the class across the year as and when the teacher decides, they may be used as a stimulus for writing.