

YEAR 2 WRITING EXPECTATIONS (2016)

Non negotiables which need to be achieved before assessing using this sheet:

- Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language).
- Sentences are marked with full stops and capital letters (mostly accurately)

No	Focus	Criteria	
1	G	Can use the past and present tense and uses an appropriate tense consistently (mainly accurately).	
2	P	Can usually maintain basic sentence punctuation (full stops followed by capital letters in a sustained piece of writing).	
3	P	Can use ! and ? mainly correctly.	
4	P	Can use commas in lists.	
5	P	Can use apostrophes for simple contractions.	
6	P	Can use apostrophes for simple possession.	
7	SP	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words (spelling is mostly correct in sustained writing).	
8	SS	Can use conjunctions for co-ordination <i>other than</i> 'and' to join 2 or more simple sentences, thoughts, ideas etc. (for example and, but, so, then).	
9	SS	Can use conjunctions for subordination (for example when, if, that, because).	
10	SS	Can use expanded noun phrases for description and specification (for example: the blue butterfly, plain flour, the man in the mood <i>rather than</i> using a familiar one e.g. a title – 'Big Billy Goat Gruff').	
11	SS	Can use interesting and ambitious words sometimes. These should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate'.	2
12	SS	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the "list like" form typical of early writing). This must be at least a paragraph in length.	
13	SS	Can vary the structure of sentences to interest the reader through manipulated sentences by using questions (including a question mark).	
14	SS	Can vary the structure of sentences to interest the reader through manipulated sentences by using direct speech (may not be punctuated accurately).	
15	SS	Can vary the structure of sentences to interest the reader through manipulated sentences by opening with or using a subordinate clause.	
16	TS	Can provide enough detail to interest a reader by adding additional information and description that goes beyond a simple list.	
17	TS	Can usually sustain narrative and non narrative forms, staying on task and writing at reasonable length.	
18	TS	Can write in three or more text forms with reasonable accuracy and show writing matches purpose (e.g. showing awareness of structure of a letter, using bullets / numbers for instructions, openings and endings in stories).	
19	TS	Can link ideas and events using strategies to create "flow" eg, last time, also, after, then, soon, at last, and another thing...	
20	TS	Is beginning to write in a more interesting way, showing use of humour, variation of sentences lengths for effect, etc.	

Please ensure that the Year Two list and spelling pattern assessments are taken into account when making a judgement about writing. Entry level requirements should be in place before you assess using this criteria sheet. When considering moving pupils up a band please look carefully at the composition and effect and ensure that writing flows well.

2 - 9	10 - 15	16 - 20
D	W	C