|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
| Working **TOWARDS** the **Year 2** expected standard | |  |  |  |  |
| • write **sentences that are sequenced** to form a short narrative (real or fictional) | |  |  |  |  |
| • segment spoken words into phonemes and **represent these by graphemes** | |  |  |  |  |
| • spell some words correctly and making **phonically-plausible** attempts at others | |  |  |  |  |
| • spell some **common exception words** correctly | |  |  |  |  |
| • 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 | |  |  |  |  |
| • **correctly use** | **spacing between words** |  |  |  |  |
| **capital letters for sentences** |  |  |  |  |
| **full stops** |  |  |  |  |
| Working **AT** the **Year 2** expected standard | |  |  |  |  |
| • write simple, **coherent narratives about personal experiences** and those of others (real or fictional) | |  |  |  |  |
| • **write about real events**, recording these simply and clearly | |  |  |  |  |
| • **use present and past tense** mostly correctly and consistently | |  |  |  |  |
| • segment spoken words into phonemes and **represent these by graphemes** | |  |  |  |  |
| • spell some words correctly and making **phonically-plausible** attempts at others | |  |  |  |  |
| • spell some **common exception words** correctly | |  |  |  |  |
| • correctly use | **Capital letters to start sentences** |  |  |  |  |
| **Full stops** |  |  |  |  |
| **Question marks** |  |  |  |  |
| **Subordination: when, if, that, because** |  |  |  |  |
| **Coordination: or, and, but** |  |  |  |  |
| **Finger spaces that reflect size of letters** |  |  |  |  |
| • form **capital letters and digits of the correct size,** orientation and relationship to one another and to lower-case letters | |  |  |  |  |
| Working **ABOVE** the **Year 2** expected standard | |  |  |  |  |
| • **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 | |  |  |  |  |
| • spell most **common exception words** correctly | |  |  |  |  |
| • **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. | |  |  |  |  |