

Year Two	Term One	Term Two	Term Three
<b>Writing Assessment</b>	<b>KPIs On-track for Expected Standard (EXS)</b>	<b>KPIs On-track for Expected Standard (EXS)</b>	<b>KPIs Expected Standard (EXS)</b>
<b>Key Performance Indicators</b>	<ul style="list-style-type: none"> <li>Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>Use information from research to group and assemble information into a short non-chronological report.</li> <li>Write about a real event, recording it simply and clearly</li> <li>Demarcate sentences with capital letters and full stops.</li> <li>Understand how to write in the past tense</li> <li>Write in the first and third person</li> <li>Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>Form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about a real experience structured appropriately</li> <li>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>Expand noun phrases to describe and specify</li> <li>Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use capital "I" for personal pronouns</li> <li>Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>Form lower-case letters of the correct size relative to one another in most of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives in four parts</li> <li>Write about real events, recording these simply and clearly</li> <li>Write a simple persuasive piece</li> <li>Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>Use past tense mostly correctly and consistently</li> <li>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Spell many common exception words</li> <li>Segment spoken words into phonemes and represent</li> </ul>

- Form lower-case letters of the correct size relative to one another in some of their writing
- 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

- Spell most common exception words taught so far

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

- Expand information using some subordination AND co-ordination
- Use some expanded noun phrases to describe and specify
- Use a wider range of adjectives e.g. superlative and comparative adjectives
- Structure own writing deciding on what goes in each part

- Use spacing between words that reflects the sizes of the letters

- Spell common exception words covered so far

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

- Write effectively and coherently to recount, instruct and entertain
- Decide on the structure of writing based on its form. Know what features to change when changing the form of writing.
- Identify where words are spelt incorrectly
- Edit own writing with simple corrections
- Add suffixes to spell some words correctly
- Experiment with cursive writing
- Understand 1st person and 3rd person writing
- Experiment with a range of ways of expanding nouns
- Experiment with adverbs

these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

#### 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)\*
- use the diagonal and horizontal strokes needed to join some letters
- Independently choose to use features of different forms of writing showing awareness of audience and

form.