

TAF: Year 2 Writing

Towards Expected

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

demarcating some sentences with capital letters and full stops

segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others

spelling some common exception words*

forming lower-case letters in the correct direction, starting and finishing in the right place

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

Expected

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

writing about real events, recording these simply and clearly

demarcating most sentences with:

capital letters and full stops

and with use of:

question marks.

using present and past tense mostly correctly and consistently

using co-ordination (or / and / but)

using some subordination (when / if / that / because)

segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

spelling many KS1 common exception words*

writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

using spacing between words that reflects the size of the letters

Greater Depth

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:

making simple additions, revisions and proof-reading corrections to their own writing

using the full range of punctuation taught at key stage 1 mostly correctly including^: commas to separate items in a list

apostrophes to mark singular possession in nouns and contractions

spelling most common exception words*

adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness,

-ful, -less, -ly

using the diagonal and horizontal strokes needed to join letters in most of their writing

Children must meet all of the objectives in the criteria in order to be awarded the standard. Children can have one area which is a 'specific weakness' and still achieve an overall standard providing the class teacher can provide evidence that they have met all other criteria within the band.