**Year 2 Writing Checklist**

Children must be secure in standard preceding before being assessed at EXS or GDS.

Year 2 Writing expectations: 10 sentences not demarcated by paragraphs. GDS- 12 sentences



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| **Working towards the expected standard** |
| **Criteria** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Date:** |  |  |  |  |  |  |
| **Genre:** |  |  |  |  |  |  |
| 1. write sentences that are sequenced to form a short narrative(real or fiction) |  |  |  |  |  |  |
| 2. demarcate some sentences with capital letters |  |  |  |  |  |  |
| 3. demarcate some sentences with full stops |  |  |  |  |  |  |
| 4. segment spoken words into phonemes and represent these graphemes |  |  |  |  |  |  |
| 5. spelling some words correctly and making plausible attempts at others |  |  |  |  |  |  |
| 6. spell some common exception words |  |  |  |  |  |  |
| 7. form lower-case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |
| 8. form lower-case letters in the correct size relative to one another in some of their writing |  |  |  |  |  |  |
| 9. use spacing between words |  |  |  |  |  |  |
| **Working at the expected standard** |
| **Criteria** | **1** | **2** | **3** | **4** | **5** | **6** |
| 10. write simple, coherent narratives about personal experiencesand those of others (real or fictional) |  |  |  |  |  |  |
| 11. write about real events, recording these simply and clearly |  |  |  |  |  |  |
| 12. demarcate **most** sentences in their writing with capital letters |  |  |  |  |  |  |
| 13. demarcate **most** sentences in their writing with full stops |  |  |  |  |  |  |
| 14. use question marks **correctly** when required |  |  |  |  |  |  |
| 15. use present and past tense **mostly correctly** and consistently |  |  |  |  |  |  |
| 16. **use** co-ordination (eg or/and/but) to join clauses |  |  |  |  |  |  |
| 17. use **some** subordination (eg when/if/that/because) to join clauses |  |  |  |  |  |  |
| 18. segment spoken words into phonemes and represent these by graphemes, spelling **many** of these words correctly **and** making phonically – plausible attempts at others |  |  |  |  |  |  |
| 19. spell **many** common exception words |  |  |  |  |  |  |
| 20. form capital letters and digits of the correct size, orientationand relationship to one another and to lower case letters |  |  |  |  |  |  |
| 21. use spacing between words that reflects the size of the letters |  |  |  |  |  |  |
| **Working at greater depth within the expected standard** |
| **Criteria** | **1** | **2** | **3** | **4** | **5** | **6** |
| 22. write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar oftheir writing |  |  |  |  |  |  |
| 23. make simple additions, revisions and proof-reading corrections to their own writing |  |  |  |  |  |  |
| 24. use the punctuation taught at KS1 **mostly** correctly |  |  |  |  |  |  |
| 25. spell **most** common exception words |  |  |  |  |  |  |
| 26. add suffixes to spell **most** words correctly in their writing (eg –ment, -ness, -ful, -less, -ly) |  |  |  |  |  |  |
| 27. use diagonal and horizontal strokes to join **some** letter |  |  |  |  |  |  |
| Notes: |

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| Speaking and Listening Objectives Year 2 |
| Speaking | Listening |
| 1. Speak with clarity and use appropriate intonation when reading and reciting texts.
 | 1. To listen carefully to others in class and respond with increasing appropriateness to what others say.
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| 1. To begin to be aware that in some situations a more formal vocabulary and tone of voice are used.
 | 1. Follow instructions and ask relevant questions.
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| 1. To begin to use standard English and understand when it is used
 | 1. Listen to input from an adult, remember some specific points and identify what they have learnt.
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| 1. To begin to show confidence in speaking and listening, particularly where the topics interest
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| 1. To speak clearly when developing and explaining their ideas and use a growing vocabulary
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| 1. Tell real and imagined stories, using the conventions of familiar story language
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