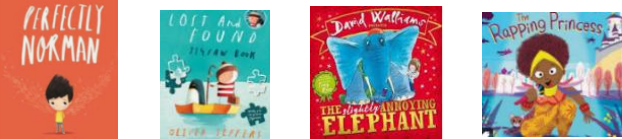


High Clarence Writing Progression Year B Year 2

 Non- Fiction - Topic/Experience related	 Non-Fiction - Topic/Experience related	 Non-Fiction – Topic/Experience related
WORKING TOWARDS the Expected standard (WT) The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others • spell some common exception words* *detailed in word list in NC appendix • 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 • use spacing between words		
TERM ONE	TERM TWO	TERM THREE
On track for EXPECTED standard (EXP) <u>Composition</u> •Sequencing sentences to form short, coherent narratives and non-fiction texts and re-read what has been written to check it makes sense • Write about a real event, recording it simply and clearly • Use appropriate descriptive language effectively Begin to reread to check their writing makes sense <u>Vocabulary, Grammar and Punctuation</u> • Usually demarcates sentences with capital letters and full stops and use some question marks and exclamation marks • To begin to write in the past and present tense with increasing accuracy • Begin to independently expand ideas with a range of simple conjunctions (and, because, but, so) Use statements, questions, exclamations (types of sentence)	On track for EXPECTED standard (EXP) <u>Composition</u> • Write simple, coherent narratives using appropriate descriptive language • Write about a real event structured appropriately • To use some expanded noun phrases to describe and specify Reread to check their writing makes sense <u>Vocabulary, Grammar and Punctuation</u> • Demarcate most sentences with capital letters and full stops and use exclamation marks, question marks mostly correctly when required • Use capital letters for personal pronoun 'I' and proper nouns consistently To write in the past and present tense with increasing accuracy • Use commas in making lists Use statements, questions, exclamations and commands (types of sentences) <u>Transcription</u> • With increasing confidence use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • Use spacing between words that reflects the sizes of the letters • Spell most common exception words taught so far • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others apply simple spelling rules (English appendix 1) taught so far	On track for EXPECTED standard (EXP) <u>Composition</u> • Use a range of ways to expand nouns to describe and specify • Reread to check their writing makes sense and that verbs to indicate time are used correctly • Proofread to check for errors in spelling, grammar and punctuation • Use some features of standard English <u>Vocabulary, Grammar and Punctuation</u> • Use adverbs appropriately • Begin to write in 1st and 3rd person mostly accurately • Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write poetry and for different purposes • Write about real events, recording these simply and clearly • Demarcate most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Begin to use some apostrophes to mark singular possession in nouns (non stat) and use apostrophes for contractions • Use statements, questions, exclamations and commands (types of sentences) <u>Transcription</u> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Spell many common exception words • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Start using some of the diagonal and horizontal strokes needed to join letters if children are correctly forming letters (non stat) • apply simple spelling rules (English appendix 1) taught so far

High Clarence Writing Progression Year B Year 2

On Track for GREATER DEPTH standard (GDS) • Expand information using some subordination AND co-ordination (and, because, but, so, when, if, that) • 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 ambitious and interesting vocabulary for effect • Demarcate many sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required	On Track for GREATER DEPTH standard (GDS) • Write effectively and coherently for different purposes • Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. • Edit own writing with simple corrections e.g. spelling errors, punctuation, grammar and word choice • Add suffixes to spell some words correctly • Begin to use the diagonal and horizontal stroke needed to join some letters • Begin to write in 1st person and 3rd person • Use a range of ways to expand nouns to describe and specify • To show awareness of the reader by adding detail to engage and interest • Use adverbs appropriately	On Track for GREATER DEPTH standard (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 • Use some apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • Make simple additions, revisions and proof-reading corrections to their own writing • Use the punctuation taught at KS1 mostly correctly • 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 • Use the features of different forms of writing showing awareness of audience and form • Show awareness of the reader by adding detail to engage and interest • Draw on an increasing range of challenging and ambitious vocabulary to create effect
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* Bold statements from TAF (Teacher Assessment Framework)

If the writing does not make sense then work cannot be judged at expected standard

80% of statements must be ticked in order to award the standard. In term 3 100% of TAFs must be ticked in order to award the standard