

Pupil's name:



Upton Infant School

Year Two Writing Key Performance Indicators (KPIs)

Evidence

Transcription

1 2 3

B • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. Spelling some words correctly containing each of the 40+ phonemes already taught to create phonetically plausible sentences.

B • Spell **most** (80%) One common exception words and beginning to spell **some** (40%) Year Two common exception words

B • Form lower-case letters in the correct direction, starting and finishing in the right place.

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

B • Use spacing between words

E • Begin to segment spoken words into phonemes and represent these by graphemes, spelling **most** (80%) of taught words correctly and making phonetically plausible attempts at others

E • Spell **most** (80%) of the Year 2 National Curriculum common exception words correctly

E • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

E • Use spacing between words that reflects the size of the letters

X • Spell all KS1 common exception words correctly

X • Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) applying the correct rules and ensuring that the root word is spelt correctly

X • Start using some of the diagonal and horizontal strokes needed to join some letters

Composition

1 2 3

B • Write sentences that are sequenced to form a short narrative (real or fictional)

E • Write simple coherent narratives about personal experiences and those of others that are structured appropriately (real or fictional) *e.g. sequential, with a clear beginning, middle and end*

E • use the present and past tense correctly and consistently across a range of texts

X • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

X • Make simple additions, revisions and proof-reading corrections to their own writing

Grammar and Punctuation

1 2 3

B • Beginning to demarcate some sentences with capital letters and full stops across a range of writing

E • Demarcate most sentences in their writing with capital letters and full stops and use question marks when required

E • Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses

X • Use the punctuation taught at Key Stage 1 mostly correctly (. , ? ! ')

Editing

1 2 3

E • evaluating their writing with the teacher and other pupils

E • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (e.g. playing, walking, being)

E • proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly