



Year 2 Knowledge and Skills Progression Document- Writing

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Write sentences that are sequenced to form a short narrative (real or fictional) beginning to link sentences thematically</p> <p>Demarcate <u>some</u> sentences with capital letters and full stops</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others</p> <p>Spell <u>some</u> common exception words</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form lower case-letters of the correct size relative to one another in some of their writing</p> <p>Use spacing between words</p>	<p>Write simple coherent narratives about personal experiences and those of others (real or fictional) linking sentences thematically</p> <p>Write about real events, recording these simply and clearly</p> <p>Write for different purpose, including poetry, to develop positive attitudes and stamina for writing</p> <p>Begin to make <u>some</u> simple additions, revisions and proof-reading corrections following a conversation with the teacher</p> <p>Demarcate <u>most</u> sentences in their writing with capital letters and full stops and use question marks correctly when required.</p> <p>Use present and past tense <u>mostly</u> correctly and consistently</p> <p>Use co-ordination (e.g. or/and/ but) and <u>some</u> subordination (e.g. when/if/that/because) to join clauses</p> <p>Use expanded noun phrases for description and specification</p> <p>Begin to use a greater variety of punctuation taught at KS1 with <u>some</u> accuracy e.g. contraction or possession apostrophes, exclamation marks, commas in a list</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling <u>many</u> words correctly and making phonically-plausible attempts at others</p> <p>Spell <u>many</u> common exception words</p> <p>Begin to add suffixes to spell <u>some</u> longer words correctly in their writing (e.g -ed, -ing, -ly, er, -est, -ment, -ness, -ful)</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters in <u>most</u> writing</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing linking sentences thematically</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Use the full range of punctuation taught at KS1 <u>mostly</u> correctly;</p> <p>Use commas to separate items in a list</p> <p>Use contraction apostrophes to mark where letters are missing</p> <p>Use possession apostrophes to mark singular possession e.g. girl's name</p> <p>Use exclamation marks appropriately</p> <p>Use different types of sentences including statements, questions, exclamations and commands</p> <p>Spell <u>most</u> common exception words</p> <p>Add suffixes to spell <u>most</u> longer words correctly in their writing (e.g. -ment, -ness, -full, -less, ly, -ed, -ing)</p> <p>Spell by learning new ways of spelling phonemes for which one or more spelling are already known, including common homophones and near-homophones</p> <p>Use the diagonal and horizontal stokes needed to join some letters in <u>most</u> writing</p>

KS1 Teacher Assessment Framework (TAF) Statements in Bold

Composition Vocabulary, Punctuation, Grammar Spelling Handwriting