WRITING YEAR 2

	STAGE B CONTINUED: Typical Range of Year 2 Attainment		
	Beginning / developingYear 2 expectations	**Expected** understanding of Y2 expectations	**Greater depth** application of Y2 expectations
Sentence Structure	Begin to use a wider range of co-ordination (or, and, but, so) when writing sentences	*Usually uses a wide range of co-ordination (or, and, but, so) when writing sentences. *Begin to use subordination (when, if, that, because) when writing sentences.	* Mostly uses co-ordination using or, and, but. *Usually includes some subordination (e.g. when, if, that, because)
	*To construct and write statement and question sentences accurately *Is producing command sentences within guided writing e.g. instructions and directions	To construct exclamations accurately within guided writing Exclamations are beginning to appear within writing e.g. *What an amazing day we've had today! How amazing that is!*	Writing evidences: statements, questions, exclamations and commands in context (where appropriate to the genre/piece of writing). Sentence types are chosen correctly for their effect on the reader.
	Begin to use a wider variation of sentence openers e.*g. In a land far away…, It was a cold but sunny day…*	*Usually uses a wider variation of sentence openers e.*g. In a land far away…, It was a cold but sunny day…* *Begin to use adverbs to start a sentence e.g. *First, Next, Finally, Suddenly, Carefully, Slowly,*	*Mostly uses a wider variation of sentence openers e.*g. In a land far away…, It was a cold but sunny day…* *Shows ability to use adverbs to start a sentence as appropriate to genre and context
			Simple and compound sentences are usually grammatically accurate.
Punctuation	Sentences sometimes demarcated by capital letters and full stops, question marks and exclamation marks	Demonstrates growing understanding of question and exclamation marks	Sentences are mostly demarcated using full stops and capital letters Sentences are usually demarcated using question marks and exclamation marks
		Beginning to use commas in a list	Commas usually used in lists
	Beginning to use apostrophes to show contracted forms within given examples and directed guided writing tasks	Beginning to use apostrophes to show contracted forms within independent writing	*Usually uses apostrophes to show contracted forms *Sometimes uses apostrophes to show singular possession *e.g. The girl's book*
Text structure and organisation	Uses appropriate opening or ending for traditional tales e.g. *Once upon a time.../ They all lived happily ever after.*	*A simple opening **or** ending is apparent *e.g. It was a dark night..., One fine day... Yesterday I went.../ It was time for bed. At last we got home. The dragon flew away and was never seen again.* *Sometimes includes an introduction and/or conclusion (non-fiction)	Writing is structured to include: a simple opening and/or ending + key event (narrative) e.g. *It was a cold rainy morning and Debbie was walking through the deep dark forest. Helen was in a good mood because it was her birthday.* Introduction and /or conclusion included (non-fiction)
	Beginning to develop Year 2	**Embedding** understanding of Y2	**Securely demonstrates** application of Y2 expectations

WRITING YEAR 2

		expectations	expectations	
			Beginning to sequence and connect ideas through the use of simple time related words e.g. *First, next, then he, at last*	*Usually connects ideas and events through the use of time connectives *In non- fiction connects ideas through the use of numbered points, headings and line breaks
		Beginning to group related ideas together (e.g. *'I am called John.* **I like school. I like art and PE and Mrs Jones is my teacher**. *My dad drives a big truck. – has grouped 3 pieces of information about school*)	Usually groups related ideas together	Mostly groups related ideas together
			Usually uses bullet points to list words/ideas (when appropriate to the genre and purpose of the writing)	Mostly uses bullet points to list words/ideas (when appropriate to the genre and purpose of the writing)
		Some evidence of errors with word/tense choice usually caused by over-generalising rules of grammar e.g. *'fighted'* instead of '*fought' 'runned'* instead of *'ran'*	Usually uses past and present tense correctly	*Mostly correct use of the correct tense (past and present) *Mostly correct use of the progressive form of verbs to mark actions in progress *e.g. I walk to school. (present tense) or The elephant moved slowly. (past tense) The teacher* **was telling** *a story when the Head teacher walked in.(past progressive) I* **am teaching** *in Gateshead.(present progressive)*
Composition And Effect		Noun phrases are appropriate to the genre and purpose e.g. *green leaf, colourful butterfly, beautiful girl*	Some adventurous word choice used to add detail (appropriate to task)	*Adjectives are used appropriately without repeating meaning *e.g. the old aged chair (repeated meaning) The old chair* or *the aged chair (more appropriate)* *Usually makes adventurous word choices to add detail e.g. *A large, woolly sheep, Wolves are fierce, Katy stumbled through the mysterious door* *Usually uses noun phrases for description and specification. (the blue butterfly, plain flour)
				Writer is becoming more aware of viewpoint and indicates this through simple statements, e.g. *It is wrong to cut down the forests. We need to take care of our planet.*
			Content is generally relevant to the task (however there is limited awareness of the reader and the content might be repetitive or fairly brief/limited)	Shows awareness of purpose of writing through choice of content which is relevant to task, e.g. *memories in a recount, informative points in a report, sequence of events in a story*
Handwriting		• using the diagonal and horizontal strokes needed to join letters in some of their writing • 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.		