

Year 2 Writing Checklist

Working at the Expected Standard:

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|--|--------------------------------|--|
| Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher: | | |
| writing about real events, recording these simply and clearly | | |
| demarcating most sentences with: | capital letters and full stops | |
| and with use of: | question marks. | |
| using present and past tense mostly correctly and consistently | | |
| using co-ordination (or / and / but) | | |
| using some subordination (when / if / that / because) | | |
| segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others | | |
| spelling many KS1 common exception words* | | |
| 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 | | |

Year 2 Reading Checklist

Name/Group: _____

Date: _____

Working at the Expected Standard:

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| The pupil(s) can: | |
| read accurately most words of two or more syllables. | |
| read most words containing common suffixes.* | |
| read most common exception words.* | |
| read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | |
| sound out most unfamiliar words accurately, without undue hesitation. | |
| check a familiar text, which they can read accurately and fluently, makes sense to them. | |
| answer questions and make some inferences on the basis of what is being said and done in a familiar text. | |

Year 1 Reading Checklist

Working at the expected standard:

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| Pupil(s) are beginning to independently apply their knowledge and skills: | |
| To blend sounds in unfamiliar words using the GPCs that they have been taught. | |
| To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes. | |
| To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | |
| To read words containing taught GPCs. | |
| To read words containing -s, -es, -ing, -ed and -est endings. | |
| To read words with contractions (for example, I'm, I'll, we'll). | |
| To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words. | |
| To re-read texts to build up fluency and confidence in word reading. | |
| To continue to demonstrate a pleasure in reading and a motivation to read. | |
| To link what they have read or hear read to their own experiences. | |
| To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. | |
| To retell familiar stories in increasing detail. | |
| To recite simple poems by heart. | |
| To discuss word meaning and link new meanings to those already known. | |
| To check that a text makes sense to them as they read and to self-correct. | |
| To predict what might happen on the basis of what has been read so far. | |
| To begin to make simple inferences. | |
| To discuss the significance of titles and events. | |
| To join in discussions about a text, take turns and listen to what others say. | |

Year 1 Writing Checklist

Working at the Expected Standard:

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|---|---|--|
| Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher: | | |
| To write sentences in order to create short narratives and non-fiction texts. | | |
| To use some features of different text types (although these may not be consistent). | | |
| To reread their writing to check that it makes sense and make suggested changes. | | |
| To use adjectives to describe. | | |
| To use simple sentence structures. | | |
| To use the joining word (conjunction) 'and' to link ideas and sentences. | | |
| Has an awareness of: | capital letters for names, places, the days of the week and the personal pronoun 'I'. | |
| | finger spaces. | |
| | full stops to end sentences. | |
| | question marks. | |
| | exclamation marks. | |
| To spell most words containing previously taught phonemes and GPCs accurately. | | |
| To spell most Y1 common exception words and days of the week accurately (from English Appendix 1). | | |
| To use -s and -es to form regular plurals correctly. | | |
| To use the prefix 'un'. | | |
| To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word). | | |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place. | | |
| To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. | | |