**Y2 Writing Performance Indicators**

**Pupil/s:**

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| **Year 2** | | **Emerging** | **Developing** | **Secure** |
| **Composition**  **(planning)** | | Plans by writing down some ideas or key words, including some new vocabulary, with support from an adult or scaffold. | Plans by writing down some ideas or key words, including some new vocabulary. | Plans by gathering and writing down ideas and key words, including new vocabulary. |
| **Composition**  **(drafting )** | | Writes some simple narrative and non-fiction pieces.  Starts to use some varied vocabulary (e.g. adjectives for colour or size), although may rely upon word banks or prompts. Uses mainly single and co-ordinating multi-clause sentences. | Maintains form when writing short narrative and non-fiction writing, across a growing range of writing, e.g. recounts, stories, reports. Begins to write some different forms of poetry with modelling or support.  Starts to use adventurous and varied vocabulary (such as adjectives and adverbs), although may rely upon word banks or prompts. Uses mainly single and co-ordinating multi-clause sentences, with some subordination | Maintains form when writing longer narrative and non-fiction writing, across a range of writing, e.g. recounts, stories, reports. Maintains form when writing poetry.  Uses adventurous and varied vocabulary, e.g. exciting adjectives for colour, size or simple adverbs for manner like quickly and quietly. Uses single clause, co-ordinating and subordinating multi-clause sentences. |
| **Composition**  **(reviewing)** | | Can talk about the words, grammar and punctuation they have used in writing and makes changes when prompted by an adult.  Can identify if writing makes sense when it is reread and can suggest improvements when prompted. | Begins to consider word choice, grammar and punctuation in writing and makes simple revisions and corrections.  Re-reads own writing clearly to adults and peers to check that what is written makes sense. | Evaluates the effective use of word choice, grammar and punctuation and makes some revisions and corrections.  Re-reads own writing clearly to adults and peers and edits for meaning and the correct, consistent use of tense, spelling, grammar and punctuation, with prompting. |
| **Grammar** | | Uses the suffixes –er, –est in adjectives, e.g. fast, faster, fastest.  Uses appropriate adjectives for description, e.g. size, colour or shape.  Writing demonstrates appropriate use of some co-ordination using and/but/or to join clauses  Writes mainly using simple statements.  Marks the beginning or ending of writing, e.g. using story language, such as Once upon a time or happily ever after.  Uses the correct grammatical terminology for Year 1 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and rereading writing. | Uses –ly to turn adjectives into simple adverbs, e.g. quick becomed quickly.  Uses some varied and adventurous expanded noun phrases for description, e.g. expanding a noun with two adjectives, e.g. the large, furry bear  Uses consistent tense, appropriate to the style of writing.  Uses some co-ordination using and/but/or to join clauses and some subordination, e.g. using because or when  Begins to write using sentences with different forms and functions (statements, questions, exclamations and commands).  Marks clearly the beginning and ending of writing.  Uses the correct grammatical terminology for Year 1 as well as some from Year 2 (as identified in the Appendix 2 of the National Curriculum) e.g. when rereading and discussing writing. | Forms nouns using suffixes (as identified in the Appendix 1 of the National Curriculum).  Uses varied, adventurous adjectives, adverbs and expanded noun phrases to describe, e.g. the dark, stormy night  Writes using the correct form of past and present tense, including progressive in some writing, when appropriate.  Joins sentences by co-ordination using or/and/but and subordination, using when/if/that/because.  Writes using sentences with different forms and functions (statements, questions, exclamations and commands).  Writing sometimes has a clear beginning, middle and ending.  Uses the correct grammatical terminology for Years 1 and 2 (as identified in the Appendix 2 of the National Curriculum) e.g. when discussing and rereading writing: noun, noun phrase  statement, question, exclamation, command, compound, suffix, adjective, adverb, verb,  tense (past, present), apostrophe, comma. |
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| **Punctuation** | | There is some use of capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks. There is some appropriate use of spaces between words.  Uses capital letters for own name and some other proper nouns, e.g. days of the week. | Uses full stops and capital letters mostly accurately and starts to use exclamation marks and question marks.  Uses commas to separate within lists, e.g. in a shopping list: bread, milk, butter.  Uses capital letters for some proper nouns and for the personal pronoun ‘I’ and uses capital letters for some names of people, places and days of the week.  Begins to use apostrophes for contraction and singular possession. | Uses punctuation, almost always correctly (including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries.  Uses commas to separate within lists, e.g. in a noun phrase the dark, grey sky  Uses capital letters for almost all proper nouns.  Uses apostrophes for some contracted forms and some singular possession in nouns). |
| **Transcription** | **Spelling** | Spells most one-syllable words containing known phonemes and common exception words accurately. Writes some words with alternative spelling of known graphemes accurately.  Uses the spelling rules for Year 1 (as identified in Appendix 1 of the National Curriculum) accurately (including: some accurate use of suffixes when adding –s or –es as the plural marker for nouns and the third person singular marker for verbs). | Spells most words of one and more syllables containing known phonemes and common exception words, including days of the week, accurately. Writes some words with alternative spelling of known graphemes accurately. Starts to use a dictionary to check the spelling of words, with support.  Uses the spelling rules for Year 1 and some of the spelling rules for Year 2, (as identified in Appendix 1 of the National Curriculum) accurately, including mostly accurate use of the prefix un- and suffixes when adding –ing ,-ed ,- er, and –est. | Applies phonological knowledge and skills to accurately spell words where phonemes can be represented by one or more spellings, including common homophones and near-homophones. Spells most common exception words accurately.  Uses the spelling rules for Year 2, (as identified in Appendix 1 of the National Curriculum) accurately, including spelling of words with suffixes where changes are needed to the root word and longer words formed by the addition of suffixes (including:-ment,-ness,-ful,- less, -ly) |
| **Handwriting** | Hold a pencil comfortably and correctly. Some lower case letters are accurately formed, starting and finishing in the correct place. Some capital letters and the digits 0 to 9 are accurately formed. | Holds a pencil comfortably and correctly. Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place. Capital letters and digits 0 to 9 are mostly formed and orientated accurately  Spacing between words is mostly appropriate. Some consistency in the size and spacing of digits and letters is maintained  throughout the writing. | Holds a pencil comfortably and correctly. Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.  Some diagonal and horizontal strokes are used to join letters. Words are almost always appropriately and consistently spaced in relation to the size of the letters. |

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| **Mastery** |
| • Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasing range of writing across different areas of the curriculum that include some detail to engage readers' interest.  • Writes willingly and for pleasure.  • Evaluates own writing, including composition, grammar, punctuation and spelling, and makes some changes that start to improve the effect upon the reader.  • Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools to create interesting effects.  • Begins to identify new spelling and grammatical rules and starts to apply these to words and sentences and begins to notice when these rules are broken.  • Begins to develop a writer’s voice and uses an increasing range of vocabulary starting to select some words for effect. |