**WRITING PROGRESS TRACKER**

**YEAR 2 / KS1 FRAMEWORK 2022-23**

**Working towards the expected standard**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The pupil can, after discussion with the teacher: | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| * write sentences that are sequenced to form a short narrative (real or fictional)
 |  |  |  |  |  |  |
| * demarcate some sentences with capital letters and full stops
 |  |  |  |  |  |  |
| * segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
 |  |  |  |  |  |  |
| * spell some common exception words
 |  |  |  |  |  |  |
| * form lower-case letters in the correct direction, starting and finishing in the right place
 |  |  |  |  |  |  |
| * form lower-case letters of the correct size relative to one another in some of their writing
 |  |  |  |  |  |  |
| * use spacing between words
 |  |  |  |  |  |  |

**Working at the expected standard**

Year 2 writers working at expected standards use and apply the Year 2 expectations in a range of contexts. They can write a narrative based on an experience or a familiar story, changing one or more elements. Key narrative language is used and structures from books read may also be used. The structure has an evident beginning, middle and end. They show an understanding of writing for different purposes and apply this to the non-narrative text types taught so far. These will have a clear opening and a closing sentence appropriate to the text type. A Year 2 writer understands, uses and punctuates correctly statements, questions, exclamations and commands. They can write compound and complex sentences to add information and understand the difference between them. They construct these sentences using a range of conjunctions. Past or present tense, including the progressive forms, is selected appropriately and maintained throughout a written text. Year 2 writers are able to use noun phrases, mainly expanded with adjectives, to add detail to sentences. Apostrophes for contractions and singular plurals are mainly used correctly. These writers plan their writing, annotating plans with vocabulary choices and key language. They routinely rehearse sentences and sequences of sentences orally to check for effect and accuracy. They apply the phonic learning and the spelling patterns taught in Year 2 and are beginning to use spelling strategies to write unfamiliar words. Handwriting is legible, consistently sized and spaced and may be completely or partially joined. They discuss their writing with adults and peers, using the correct grammatical terminology, and make changes accordingly. With some guidance they proof read their writing to check for accuracy, consistency and spelling.

© Focus Education Ltd

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The pupil can, after discussion with the teacher: | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| * write simple, coherent narratives about personal experiences and those of others (real or fictional)
 |  |  |  |  |  |  |
| * write about real events, recording these simply and clearly
 |  |  |  |  |  |  |
| * demarcate most sentences in their writing with capital letters and full stops
 |  |  |  |  |  |  |
| * use question marks correctly when required
 |  |  |  |  |  |  |
| * use present tense mostly correctly and consistently
 |  |  |  |  |  |  |
| * use past tense mostly correctly and consistently
 |  |  |  |  |  |  |
| * use co-ordination (e.g. *or / and / but*) to join clauses
 |  |  |  |  |  |  |
| * use some subordination (e.g. *when / if / that / because*) to join clauses
 |  |  |  |  |  |  |
| * segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly
 |  |  |  |  |  |  |
| * making phonically-plausible attempts at other spellings
 |  |  |  |  |  |  |
| * spell many common exception words
 |  |  |  |  |  |  |
| * form capital letters of the correct size, orientation and relationship to one another and to lower-case letters
 |  |  |  |  |  |  |
| * form digits of the correct size and orientation
 |  |  |  |  |  |  |
| * use spacing between words that reflects the size of the letters
 |  |  |  |  |  |  |

**Working at greater depth**

Year 2 writers working at greater depth write longer texts which maintain the purpose of the text type whenever they are writing, including in other curriculum areas. Narratives are clearly structured and have an ending which relates to the main character. Dialogue is usually included in narrative writing with speech marks used accurately. Non-narrative texts are organised and laid out appropriately and related material is grouped into sections with some attempts at paragraphing. Word choices are more precise with specific nouns and well-chosen adjectives which are often drawn from their reading. Some literary devices such as similes and alliteration are used for effect. Expanded noun phrases are used to add detail for effect and go beyond the simple addition of an adjective. They use a range of sentence starters which may also be drawn from their reading. This will include some adverbials which move events on in a narrative. Punctuation taught so far is used to ensure that meaning is clear. Spelling is mostly accurate with plausible errors in more ambitious word choices. These writers discuss the effectiveness of their writing and may make changes without prompting.

© Focus Education Ltd

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The pupil can, after discussion with the teacher: | **T1** | **T2** | **T3** | **T4** | **T5** | **T6** |
| * write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
 |  |  |  |  |  |  |
| * make simple additions, revisions and proof-reading corrections to their own writing
 |  |  |  |  |  |  |
| * use the punctuation taught at KS1 mostly correctly
 |  |  |  |  |  |  |
| * spell most common exception words
 |  |  |  |  |  |  |
| * add suffixes to spell most words correctly in their writing (e.g. *–ment, -ness, -ful, -less, -ly*)
 |  |  |  |  |  |  |
| * form lower-case letters of the correct size relative to one another in some of their writing
 |  |  |  |  |  |  |
| * use the diagonal and horizontal strokes needed to join some letters
 |  |  |  |  |  |  |