

Writing Assessment Indicators

Autumn

- Segment spoken words into phonemes and represents these by graphemes, spelling many correctly (*Year 2 spelling rules*) **(1)**
- Correctly write from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- Use full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- Use present and past tense correctly and consistently. **(4)**
- Spell many exception words (*most for GDS.*) **(5)**
- Begin to spell some common homophones and distinguish between homophones and near homophones. **(7)**
- Begin to spell some contracted words, knowing the word ‘apostrophe.’ **(8)**
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently use spaces between words that reflect the size of the letters. **(11)**
- Use sentences of different forms: statements, questions. **(12)**
- Begin to use expanded noun phrases to describe and specify, (*e.g. blue butterfly, plain flour.*) **(13)**
- Use a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- Begin to use subordination (*conjunction – because*) in writing. **(15)**
- Begin to separate items in a list using commas. **(16)**
- Begin to divide their own writing into sections (*where appropriate.*) **(18)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Have stamina in writing, writing at least three parts. **(20)**
- Begin to proof-read and evaluate own and others’ writing and make relevant corrections (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Writing is appropriate for different purposes, following forms of narrative (*real and fictional,*) recount and poetry. **(25)**

Spring

- Segment spoken words into phonemes and represents these by graphemes, spelling many correctly (*Year 2 spelling rules*) **(1)**
- Correctly write from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- Use full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- Use present and past tense correctly and consistently. Begin to use the progressive form to mark actions in progress *e.g. she is drumming, he was shouting.*) **(4)**
- Spell many exception words (*most for GDS*) **(5)**
- Add suffixes to spell words (-ly). **(6)**
- Begin to spell some common homophones and distinguish between homophones and near homophones. **(7)**
- Spell some contracted words, knowing the word ‘apostrophe.’ **(8)**
- Begin to use the possessive apostrophe in singular nouns (*GDS*). **(9)**
- Begin to use diagonal and horizontal strokes needed to join letters in some of their writing (*GDS.*) **(10)**
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently use spaces between words that reflect the size of the letters. **(11)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- Use expanded noun phrases to describe and specify (*e.g. blue butterfly, plain flour.*) **(13)**
- Use a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- Use a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Separate items in a list using commas. **(16)**
- Begin to use and recognise features of Standard English in their writing (*e.g. not using slang, colloquialisms. Aware of the audience.*) **(17)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Have stamina in writing, writing at least three parts. **(20)**
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. **(22)**
- Begin to proof-read and evaluate own and others’ writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Attempt to interest the reader through creating characters and settings. **(24)**
- Writing is appropriate for different purposes, following forms of narrative (*real and fictional*) recount and poetry. **(25)**

Summer

- Segment spoken words into phonemes and represents these by graphemes, spelling many correctly (*Year 2 spelling rules*) **(1)**
- Correctly write from memory, through dictation, simple sentences including words using the GPCs and common exception words taught so far. **(2)**
- Use full stops, capital letters, exclamation marks and question marks 75% of the time correctly. **(3)**
- Use present and past tense correctly and consistently. Use the progressive form to mark actions in progress *e.g. she is drumming, he was shouting.*) **(4)**
- Spell many exception words (*most for GDS*) **(5)**
- Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. **(6)**
- Begin to spell some common homophones and distinguish between homophones and near homophones. **(7)**
- Use diagonal and horizontal strokes needed to join letters in some of their writing (*GDS.*) **(10)**
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently use spaces between words that reflect the size of the letters. **(11)**
- Use sentences of different forms: statements, questions, exclamations and commands. **(12)**
- Use a variety of co-ordination (*conjunctions – or, and, but*) in writing. **(14)**
- Use a variety of subordination (*conjunctions – when, if, that, because*) in writing. **(15)**
- Begin to use and recognise features of Standard English in their writing (*e.g. not using slang, colloquialisms. Aware of the audience.*) **(17)**
- Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary. **(19)**
- Have stamina in writing, writing at least three parts. **(20)**
- Read own writing aloud with appropriate intonation to make meaning clear. **(21)**
- Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. **(22)**
- Begin to proof-read and evaluate own and others’ writing and make relevant corrections, (*e.g. can check verb tenses consistently, spelling, grammar and punctuation.*) **(23)**
- Attempt to interest the reader through creating characters and settings. **(24)**
- Writing is appropriate for different purposes, follows forms of narrative (*real and fictional,*) recount and poetry. **(25)**

Working at Greater Depth
Autumn

- Expand information using some subordination AND co- ordination (15)
- Use some expanded noun phrases to describe and specify (13)
- Structure own writing, deciding on what goes in each part by dividing writing into sections (18)
- Sustain the writing of longer texts, which maintain the purpose of the writing.

Working at Greater Depth
Spring

- Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of the writing (25)
- Decide on the structure of writing based on its form.
- Know what features to change when changing the form of writing (23)
- Identify where words are spelt incorrectly (23)
- Edit own writing with simple corrections
- Experiment with joined writing (10)
- Understand 1st person and 3rd person writing
- Experiment with adverbs
- Make simple additions, revisions and proof reading corrections to own writing
- Use the possessive apostrophe in singular nouns (9)


Working at Greater Depth
Summer

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Experiment with simple figurative language
- Make simple additions, revisions and proof-reading corrections to their own writing
- Spell most common exception words
- Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* (23)
- Use the diagonal and horizontal strokes needed to join some letters (10)
- Independently choose to use features of different forms of writing showing awareness of audience and form. (25)

Year 2
Autumn 1

Text Choice				
Writing CAP	<p>Context: Diamante poem Audience: Year 3 Purpose: To entertain older children</p>	<p>Context: Setting description Audience: Year 1 Purpose: To entertain younger children by helping them to picture the setting</p>	<p>Context: Diary recount in role Audience: Self Purpose: To recount an event in the first person</p>	<p>Context: Information text (based on something real or fictional) in the form of a simple report Audience: Younger children Purpose: To inform children about a subject</p>
Expected Standard Focus	<ul style="list-style-type: none"> Structure the poem in the form of a diamante poem: <ul style="list-style-type: none"> Line 1: Beginning subject Line 2: Two adjectives about line 1 Line 3: Three verbs or words ending 'ing' about line Line 4: A short phrase about line 1, a short phrase about line 7 Line 5: Three verbs or words ending 'ing' about line 7 Line 6: Two adjectives about line 7 Line 7: End subject Understand word classes: nouns, adjectives, verbs Use expanded noun phrases for Line 4 Form lower-case letters in the correct direction, starting and finishing in the right place Begin to form lower-case letters of the correct size relative to one another. Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Read own writing aloud 	<ul style="list-style-type: none"> Use a simple planning model to support writing, drawing key parts and noting down key words Use past tense consistently Write in the third person Use expanded noun phrases to accurately to describe a setting Use the co-ordinating conjunctions and & but Demarcate sentences with capital letters and full stops. Use capital letters for names of people and places Form lower-case letters in the correct direction, starting and finishing in the right place Begin to form lower-case letters of the correct size relative to one another. Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Begin to proof-read and evaluate own and others' writing and make relevant corrections Read own writing aloud 	<ul style="list-style-type: none"> Produce a plan in chronological order by drawing key ideas and noting down key words Write events in chronological order Consistently use the first person Use past tense consistently Begin to divide their own writing into sections (where appropriate.) Write in at least 3 parts Use a range of time adverbs at the beginning of sections Write events in chronological order Add specific details to inform the reader, using expanded noun phrases accurately to describe characters and setting Use the co-ordinating conjunctions and & but Use capital letters for names of people and places, including the personal pronoun I Begin to spell some contracted words, knowing the word 'apostrophe.' Begin to separate items in a list using commas. Use capital letters and full stops consistently within a sentence Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Begin to spell some homophones correctly Begin to proof-read and evaluate own and others' writing and make relevant corrections Read own writing aloud 	<ul style="list-style-type: none"> Invent or collect information (with support) about a real or fictional subject Use this information to produce a simple plan with similar grouped ideas Know the features of a simple non-chronological report (title, introduction, subheading, picture, label, caption) Use present tense consistently Use co-ordinating conjunctions and & but Use statement sentences to give facts Use question sentences, punctuated with a question mark Demarcate sentences with capital letters and full stops. Use capital letters for names of people and places Form lower-case letters in the correct direction, starting and finishing in the right place Begin to form lower-case letters of the correct size relative to one another. Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Begin to proof-read and evaluate own and others' writing and make relevant corrections Read own writing aloud
Stretch	<ul style="list-style-type: none"> Edit the poem to use increasingly precise adjectives and verbs 	<ul style="list-style-type: none"> Edit the setting description to use increasingly precise adjectives, nouns and verbs 	<ul style="list-style-type: none"> Rewrite a section of the recount as a postcard, considering how language and vocabulary choices may change, giving personal opinions and feelings 	<ul style="list-style-type: none"> Rewrite a section of the non-chronological report to: <ul style="list-style-type: none"> Expand on the information using co-ordination Expand on the information using expanded noun phrases to describe and specify. Use subordination (because) to explain features of the subject

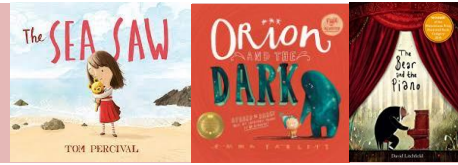
Year 2
Autumn 2

	Year 2 Autumn 2		
Text Choice	Teacher model text		
Writing CAP	<p>Context: Letter in the first person Audience: Parents Purpose: To recall events from a trip, visit or activity</p>	<p>Context: Wanted poster Audience: School Purpose: To inform people about a wanted person and persuade people to look for them</p>	<p>Context: Retell a traditional tale Audience: Reception Purpose: To entertain using the rule of three</p>
Expected Standard Focus	<ul style="list-style-type: none"> Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary Write using the form of a letter (salutation, introductory statement, recount of events, final statement, sign off) Use past tense consistently Write in the first person Write events in chronological order Begin to divide writing into sections (where appropriate.) Write in at least 3 parts. Use a range of time adverbs at the beginning of sections Use expanded noun phrases to give specific details when recounting Give personal opinions Use capital letters for names of people and places, including the personal pronoun I Use the co-ordinating conjunctions and & but Begin to spell some contracted words, knowing the word 'apostrophe.' Begin to separate items in a list using commas. Use capital letters and full stops consistently within a sentence Form lower-case letters in the correct direction, starting and finishing in the right place Begin to form lower-case letters of the correct size relative to one another Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Begin to spell some homophones correctly Begin to proof-read and evaluate own and others' writing and make relevant corrections Read own writing aloud 	<ul style="list-style-type: none"> Plan writing appropriately by writing down ideas and/or key words, including new or relevant vocabulary Use present tense consistently Use expanded noun phrases to inform the reader about the wanted person, using expanded noun phrases accurately to describe characters and whereabouts Use co-ordinating conjunctions and, but & or Use subordinating conjunction because Use capital letters for names of people and places, including the personal pronoun I Use statement sentences to give facts Use question sentences, punctuated with a question mark Begin to spell some contracted words, knowing the word 'apostrophe.' Begin to separate items in a list using commas. Use capital letters and full stops consistently within a sentence Form lower-case letters in the correct direction, starting and finishing in the right place Begin to form lower-case letters of the correct size relative to one another Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Begin to spell some homophones correctly Begin to proof-read and evaluate own and others' writing and make relevant corrections Read own writing aloud 	<ul style="list-style-type: none"> Plan writing appropriately by drawing key events and noting down ideas/ key words, including new or relevant vocabulary Use traditional story language (e.g. once upon a time, they all lived happily ever after) Understand that there are good characters and bad characters. Describe these characters using appropriate adjectives Know that there is a problem/issue that needs to be solved, that this comes in the middle of the story and happen 3 times Begin to use a variety of sentence starters to engage reader (e.g. One day, Early one morning, Suddenly, The very next day) Use co-ordinating conjunctions and, but & or Use subordinating conjunction because Use capital letters for names of people and places Use question sentences, punctuated with a question mark Begin to spell some contracted words, knowing the word 'apostrophe.' Begin to separate items in a list using commas. Use capital letters and full stops consistently within a sentence Form lower-case letters in the correct direction, starting and finishing in the right place Begin to form lower-case letters of the correct size relative to one another Spell words containing all of the 40+ phonemes taught and the tricky words taught so far Begin to spell some homophones correctly Begin to proof-read and evaluate own and others' writing and make relevant corrections Read own writing aloud
Stretch	<ul style="list-style-type: none"> Rewrite a section of the same recount in the third person 	<ul style="list-style-type: none"> Change the persuasive wanted poster into a persuasive letter in role as a character to a figure of importance 	<ul style="list-style-type: none"> Rewrite a section of the story, choosing one of the characters to contrast their personality e.g. make the witch a kind witch who saves them from the horrible parents Include adjectives and careful choice of expanded noun phrases.

Year 2

Spring 1

Text Choice



Writing CAP

Context: Character profile
Audience: Year 4
Purpose: To entertain older children by helping them to find out about a character

Context: A first person imagined recount of an important part of the story
Audience: A child who is experiencing the same thing
Purpose: To entertain the reader, using expanded noun phrases to provide detail and specification

Context: Explanation of a life cycle in the form of a cyclical diagram
Audience: Parents
Purpose: To explain how a life cycle occurs

Expected Standard Focus

- Plan writing appropriately by gathering new or relevant vocabulary
- Use the present tense consistently, beginning to use the present progressive
- Spell some contracted words, knowing the word apostrophe.
- Begin to use the possessive apostrophe in singular nouns
- Use sentences of different forms: statements, questions and commands.
- Use a variety of co-ordination (conjunctions – or, and, but) in writing.
- Use a variety of subordination (conjunctions – when, if, that, because) in writing.
- Separate items in a list using commas
- Begin to add suffixes to spell words (-ly).
- Begin to use and recognise features of Standard English in their writing
- Demarcate most sentences with capital letters and full stops.
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently use spaces between words that reflect the size of the letters
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
- Begin to spell some homophones correctly
- Spell tricky words taught so far
- Read own writing aloud
- Begin to proof-read and evaluate own and others' writing and make relevant corrections

- Plan writing appropriately by drawing key events and noting down ideas/ key words, including new or relevant vocabulary
- Write in the third person
- Attempt to interest the reader through describing characters and settings
- Use the past tense consistently, beginning to use the past progressive
- Spell some contracted words, knowing the word apostrophe.
- Begin to use the possessive apostrophe in singular nouns
- Use sentences of different forms: statements, questions, exclamations and commands
- Use expanded noun phrases to describe and specify, showing personal feelings
- Use a variety of co-ordination (conjunctions – or, and, but) in writing.
- Use a variety of subordination (conjunctions – when, if, that, because) in writing.
- Separate items in a list using commas
- Begin to add suffixes to spell words (-ly).
- Begin to use and recognise features of Standard English in their writing
- Demarcate most sentences with capital letters and full stops.
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently use spaces between words that reflect the size of the letters
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
- Begin to spell some homophones correctly
- Spell tricky words taught so far
- Read own writing aloud
- Begin to proof-read and evaluate own and others' writing and make relevant corrections

- Plan writing appropriately by drawing pictures of each part of the process and noting down ideas/key words, including new or relevant vocabulary
- Write the process in at least 4 short parts, using a series of extended sentences
- Use the present tense consistently, beginning to use the present progressive
- Use sentences of different forms: statements, questions, exclamations and commands
- Spell some contracted words, knowing the word apostrophe.
- Begin to use the possessive apostrophe in singular nouns
- Make precise language choices (choosing words to be specific), using expanded noun phrases only when contributing to the understanding of the explanation
- Use some technical vocabulary
- Use a variety of co-ordination (conjunctions – or, and, but) in writing.
- Use a variety of subordination (conjunctions – when, if, that, because) in writing.
- Separate items in a list using commas
- Begin to add suffixes to spell words (-ly).
- Begin to use and recognise features of Standard English in their writing
- Demarcate most sentences with capital letters and full stops.
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters. Consistently use spaces between words that reflect the size of the letters
- Use diagonal and horizontal strokes needed to join letters in some of their writing
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
- Begin to spell some homophones and near-homophones correctly
- Spell most tricky words (common exception words) correctly
- Read own writing aloud with appropriate intonation to make meaning clear
- Begin to proof-read and evaluate own and others' writing and make relevant corrections

Stretch

- Rewrite the character profile showing a contrasting personality (e.g. change good to bad)

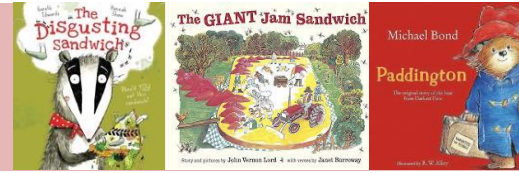
- Rewrite a section of the recount in the third person, removing personal feelings

- Rewrite the explanation text, grouping relevant items together and including additional detail.

Year 2

Spring 2

Text Choice



Writing CAP

Context: Instructions (with some expansion) in the form of a recipe
Audience: Parents
Purpose: To tell someone how to make something

Context: A simple persuasive television advert based on the product made
Audience: Adult
Purpose: To persuade someone to buy a product

Context: Retell of a 3-part story with a key central character
Audience: Classmates (within class library)
Purpose: To entertain the reader by using a range of sentence types and language to add detail

Expected Standard Focus

- Plan writing appropriately by drawing key steps and noting down ideas/key words, including new or relevant vocabulary
- Use imperative verbs to form command sentences
- Use negative command sentences to give tips or hints
- Spell some contracted words, knowing the word 'apostrophe'
- Begin to use the possessive apostrophe in singular nouns
- Separate items in a list using commas
- Make precise language choices (choosing words to be specific), using expanded noun phrases only when contributing to the understanding of the instruction
- Use some technical vocabulary
- Use a range of determiners when creating noun phrases
- Use a variety of co-ordination (conjunctions – or, and, but) to expand some steps
- Use a variety of subordination (conjunctions – when, if, that, because) to expand some steps
- Begin to use and recognise features of Standard English in their writing
- Add suffixes to spell words (-ly).
- Demarcate most sentences with capital letters and full stops.
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
- Begin to spell some homophones and near-homophones correctly
- Spell most tricky words (common exception words) correctly
- Read own writing aloud
- Begin to proof-read and evaluate own and others' writing and make relevant corrections

- Plan writing appropriately by gathering new or relevant vocabulary
- Write in the form of a persuasive television advert
- Spell some contracted words, knowing the word 'apostrophe'
- Use the present tense consistently, including the present progressive
- Use sentences of different forms: statements, questions, exclamations and commands
- Include a rhetorical question
- Use a variety of co-ordination (conjunctions – or, and, but) in writing.
- Use a variety of subordination (conjunctions – when, if, that, because) in writing.
- Begin to use and recognise features of Standard English in their writing
- Use emotive language to convince the reader
- Use expanded noun phrases to describe and persuade
- Use a range of determiners when creating noun phrases
- Add suffixes to spell words (-ly).
- Spell many common exception words.
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.
- Use diagonal and horizontal strokes needed to join letters in some of their writing
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
- Begin to spell some homophones and near-homophones correctly
- Spell most tricky words (common exception words) correctly
- Read own writing aloud with appropriate intonation to make meaning clear
- Begin to proof-read and evaluate own and others' writing and make relevant corrections

- Use a simple planning model to support writing in 3 parts (boxing up)
- Ensure story has 3 clear parts
- Add suffixes to spell words (-ly).
- Use the past tense consistently, beginning to use the past progressive
- Spell some contracted words, knowing the word 'apostrophe'
- Begin to use the possessive apostrophe in singular nouns
- Use sentences of different forms: statements, questions, exclamations and commands
- Use expanded noun phrases to describe and specify
- Attempt to interest the reader through creating characters and settings.
- Use a variety of co-ordination (conjunctions – or, and, but) in writing.
- Use a variety of subordination (conjunctions – when, if, that, because) in writing.
- Begin to use and recognise features of Standard English in their writing, (e.g. not using slang, colloquialisms. Aware of the audience.)
- Separate items in a list using commas
- Demarcate most sentences with capital letters and full stops.
- Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.
- Begin to use diagonal and horizontal strokes needed to join letters in some of their writing
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.
- Begin to spell some homophones and near-homophones correctly
- Spell most tricky words (common exception words) correctly
- Read own writing aloud with appropriate intonation to make meaning clear
- Begin to proof-read and evaluate own and others' writing and make relevant corrections


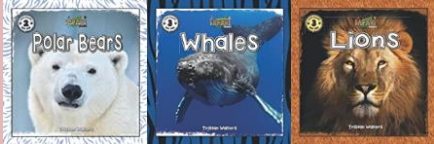
Stretch

- Rewrite the instructions in the form of a simple picture recipe with steps, e.g. 'DK Cooking Step by Step' page

- Rewrite the persuasive advert as a persuasive poster or billboard to be shown in a supermarket

- Rewrite the main event with focus of use of verbs and 'how' adverbs (adverbs of manner)

Year 2
Summer 1

Text Choice			
Writing CAP	<p>Context: Free verse poem Audience: Year 3 Purpose: Own choice (thinking about what they want the reader to feel)</p>	<p>Context: Setting description Audience: Year 1 (for story time) Purpose: To entertain the reader, using co-ordination and subordination to add more detail</p>	<p>Context: A non-chronological report about an animal Audience: Year 4 Purpose: To inform the reader through use of structural features</p>
Expected Standard Focus	<ul style="list-style-type: none"> Plan writing appropriately by creating a mind map of ideas/key words, including new or relevant vocabulary Use an increasingly precise range of adjectives and verbs Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. Draw on senses to include detail Use alliteration within some lines Use the progressive form of verbs in the past or present tense Spell some contracted words, knowing the word 'apostrophe' Begin to use the possessive apostrophe in singular nouns Use sentences of different forms: statements, questions, exclamations and commands Use comparatives or superlatives by adding the suffixes -er and -est Use the correct poetry punctuation. Separate items in a list using commas Use commas to end each line, apart from the last which uses a full stop Use a variety of co-ordination (conjunctions – or, and, but) in writing. Use a variety of subordination (conjunctions – when, if, that, because) in writing. Use diagonal and horizontal strokes needed to join letters in some of their writing Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. Begin to spell some homophones correctly Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. Spell most tricky words (common exception words) correctly Read own writing aloud with appropriate intonation to make meaning clear Begin to proof-read and evaluate own and others' writing and make relevant corrections 	<ul style="list-style-type: none"> Plan writing appropriately by noting down ideas/key words, including new or relevant vocabulary. Support planning by using a familiar text as a scaffold to describe a setting Attempt to interest the reader through creating settings Use the past tense consistently, including the past progressive Use full stops, capital letters, exclamation marks and question marks 75% of the time correctly. Use sentences of different forms: statements, questions, exclamations and commands Use expanded noun phrases to describe and specify Include 'how' adverbs (adverbs of manner) Use a variety of co-ordination (conjunctions – or, and, but) in writing. Use a variety of subordination (conjunctions – when, if, that, because) in writing. Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. Spell some contracted words, knowing the word 'apostrophe' Begin to use the possessive apostrophe in singular nouns Begin to use and recognise features of Standard English in their writing Use diagonal and horizontal strokes needed to join letters in some of their writing Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. Begin to spell some homophones and near-homophones correctly Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. Spell most tricky words (common exception words) correctly Read own writing aloud with appropriate intonation to make meaning clear Begin to proof-read and evaluate own and others' writing and make relevant corrections 	<ul style="list-style-type: none"> Collect information (with support) about a topic Use this information to produce a simple plan (boxing up), using key ideas and words Use the features of a simple non-chronological report (title, introduction, subheading, picture, label, caption, glossary) Use full stops, capital letters, exclamation marks and question marks 75% of the time correctly. Use the present tense consistently, including the present progressive Spell some contracted words, knowing the word 'apostrophe' Begin to use the possessive apostrophe in singular nouns Use sentences of different forms: statements, questions Use a variety of co-ordination (conjunctions – or, and, but) in writing. Use a variety of subordination (conjunctions – when, if, that, because) in writing. Choose appropriate adjectives and adverbs to improve the quality of writing for the reader. Begin to use diagonal and horizontal strokes needed to join letters in some of their writing Use diagonal and horizontal strokes needed to join letters in some of their writing Begin to use and recognise features of Standard English in their writing Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. Begin to spell some homophones correctly Spell tricky words taught so far Read own writing aloud Begin to proof-read and evaluate own and others' writing and make relevant corrections
Stretch	<ul style="list-style-type: none"> Rewrite the poem for a different purpose e.g. to make someone laugh, to scare, to entertain, to describe Experiment with simple figurative language (begin to use similes as a way of describing) 	<ul style="list-style-type: none"> Edit the setting description to use more adventurous vocabulary, possibly introducing similes Make additions and revisions when editing and improving 	<ul style="list-style-type: none"> Change a section of the report to present the information in a different way e.g. diagram, table Make additions and revisions when editing and improving

Year 2
Summer 2

Text Choice	Teacher model text		
Writing CAP	<p>Context: Persuasive poster (double-page spread based on a real trip, visit or experience) Audience: Year 1 Purpose: To persuade younger children to access the trip, visit or experience and inform them what it is about</p>	<p>Context: Email of advice Audience: The main character Purpose: To advise the main character about something they are experiencing</p>	<p>Context: Retell a 3-part adventure story Audience: Reception Purpose: To entertain the reader by using a range of sentence types and applying Year 2 skills</p>
Expected Standard Focus	<ul style="list-style-type: none"> Collect information with support about a topic Produce a simple plan (boxing up) Include an introduction and 3 parts in the poster Spell some contracted words, knowing the word 'apostrophe' Begin to use the possessive apostrophe in singular nouns Use the present tense consistently, including the present progressive Use sentences of different forms: statements, questions, exclamations and commands Include a rhetorical question Use a variety of co-ordination (conjunctions – or, and, but) in writing. Use a variety of subordination (conjunctions – when, if, that, because) in writing. Begin to use and recognise features of Standard English in their writing Use emotive language to convince the reader Spell many common exception words. Use diagonal and horizontal strokes needed to join letters in some of their writing Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. Begin to spell some homophones and near-homophones correctly Add suffixes to spell words including –ment, -ness, -ful, -less, -ly Spell most tricky words (common exception words) correctly Read own writing aloud with appropriate intonation to make meaning clear Begin to proof-read and evaluate own and others' writing and make relevant corrections 	<ul style="list-style-type: none"> Write using the form of an email (To, From, Subject, salutation, introductory statement, section for each opinion, final push, sign off) Spell some contracted words, knowing the word 'apostrophe' Begin to use the possessive apostrophe in singular nouns Use the present tense consistently, including the present progressive Use diagonal and horizontal strokes needed to join letters in some of their writing Use sentences of different forms: statements, questions, exclamations and commands Use a variety of co-ordination (conjunctions – or, and, but) in writing. Use a variety of subordination (conjunctions – when, if, that, because) in writing. Begin to use and recognise features of Standard English in their writing Use diagonal and horizontal strokes needed to join letters in some of their writing Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. Begin to spell some homophones and near-homophones correctly Add suffixes to spell words including –ment, -ness, -ful, -less, -ly Spell most tricky words (common exception words) correctly Read own writing aloud with appropriate intonation to make meaning clear Begin to proof-read and evaluate own and others' writing and make relevant corrections 	<ul style="list-style-type: none"> Use a simple planning model to support writing in 4 parts (boxing up) Support planning by using a familiar text as a scaffold to write own story Write in 4 parts Spell some contracted words, knowing the word 'apostrophe' Use sentences of different forms: statements, questions, exclamations and commands Attempt to interest the reader through creating characters and settings Use the past tense consistently, including the past progressive Use sentences of different forms: statements, questions, exclamations and commands Use expanded noun phrases to describe and specify Use a variety of co-ordination (conjunctions – or, and, but) in writing. Use a variety of subordination (conjunctions – when, if, that, because) in writing. Use diagonal and horizontal strokes needed to join letters in some of their writing Begin to use and recognise features of Standard English in their writing Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly. Spell most tricky words (common exception words) correctly Add suffixes to spell words including –ment, -ness, -ful, -less, -ly. Begin to spell some homophones and near-homophones correctly Read own writing aloud with appropriate intonation to make meaning clear Begin to proof-read and evaluate own and others' writing and make relevant corrections
Stretch	<ul style="list-style-type: none"> Change the form of the persuasive text from a poster to a leaflet Include 'how' adverbs (adverbs of manner) Make additions and revisions when editing and improving 	<ul style="list-style-type: none"> Write another email advising the opposite to the first point of view, giving reasons for opinions and developing ideas further Make additions and revisions when editing and improving 	<ul style="list-style-type: none"> Rewrite a section of the story with inclusion of some dialogue, experimenting with speech punctuation Include 'how' adverbs in this section Expand on the language of this section, using similes and more adventurous vocabulary Make additions and revisions when editing and improving

