The Romero Catholic Academy
Nurturing the Talent of Tomorrow

| Year 2 Writing Indicators | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Name:** | | | | | | | | |
| **A Pupil Working Towards the Expected Standard can:** | | | | | | | | |
| 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 | | | | | | | | |
| | | | | | | | | |
| **A Pupil Working At the Expected Standard can:** | | | | | | | | |
| 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, and use question marks correctly when required | | | | | | | | |
| Use present and past tense mostly correctly and consistently | | | | | | | | |
| Use co-ordination (e.g. or / and / but) and 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 and making phonically-plausible attempts at others | | | | | | | | |
| Spell many common exception words* | | | | | | | | |
| Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | | | | | | | | |
| Use spacing between words that reflects the size of the letters. | | | | | | | | |

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| **A Pupil Working At the Expected Standard can:** | | | | | | | | |
| 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, and use question marks correctly when required | | | | | | | | |
| Use present and past tense mostly correctly and consistently | | | | | | | | |
| Use co-ordination (e.g. or / and / but) and 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 and making phonically-plausible attempts at others | | | | | | | | |
| Spell many common exception words* | | | | | | | | |
| Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters | | | | | | | | |
| Use spacing between words that reflects the size of the letters | | | | | | | | |
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| **A Pupil Working At Greater Depth within the Expected Standard can:** | | | | | | | | |
| 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 key stage 1 mostly correctly^ | | | | | | | | |
| Spell most common exception words* | | | | | | | | |
| Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* | | | | | | | | |
| Use the diagonal and horizontal strokes needed to join some letters | | | | | | | | |