

# West Winch Writing Objectives

## Year 2



No.	Criteria (listed in an approximate hierarchy)	Evidence? ✓ X ●
1	Can communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length. (May not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing.)	
2	Can control use of ascenders/descenders and upper/lower case letters in handwriting.	
3	Can write in three or more text forms with reasonable accuracy. (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked as they should already know these three forms. If it is another genre, it can be ticked).	
4	Can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description beyond a simple list).	
5	Can vary the structure of sentences to interest the reader (e.g. questions, exclamations, commands, direct speech or opening with a subordinate clause, etc.).	
6	Can sometimes use interesting and ambitious words (they should not be words usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' in geography or 'evaporate' in science).	
7	Can usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least – staying on task).	
8	Can match organization to purpose (e.g. showing awareness of the structure of a letter, openings and endings, the importance of the reader, organizational devices, beginnings of paragraphing, etc.).	
9	Can usually maintain the use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate to achieve the 'Developing' category.)	
10	Can spell most common words correctly and most of the Reception, Year 1 and Year 2 High Frequency Words, and the Year 1 and Year 2 words in the National Curriculum Appendix 1. Evidence should be seen in independent written work.	
11	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words. (If all the spelling is correct in a long enough piece of writing to provide secure evidence, tick this criterion.)	
12	Can use connectives other than 'and' to join two or more simple sentences, thoughts, ideas etc. (e.g. but, so, then, or, when, if, that, because).	
13	Can use a range of punctuation, mainly correct, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least), e.g. 'John's dog...', 'The cat's bowl...'.	
14	Can make their writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect, etc.).	
15	Can link ideas and events, using strategies to create 'flow' (e.g. last time, also, after, then, soon, at last, and another thing...).	
16	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one, e.g. a title: 'Big Billy Goat Gruff').	
17	Structures basic sentences correctly, including capitals and full stops in a longer piece of writing (one error is acceptable).	
18	Can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).	
19	Begins to show evidence of joined handwriting.	
20	Uses past and present tenses correctly.	
21	Can produce close to a side (or more) of A4 writing that is clear and coherent with one or more strong features.	

Assessment Score	
0 - 5	Not yet working at this standard; review against Year 1
6 - 9	Developing
10 - 16	Secure
17 - 21	Advanced
Children with a score of 18 or more may be assessed against Year 3	