

# YEAR 2 WRITING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ol style="list-style-type: none"> <li>1. Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>2. Use information from research to group and assemble information into a short non-chronological report.</li> <li>3. Write about a real event, recording it simply and clearly</li> <li>4. Demarcate sentences with capital letters and full stops.</li> <li>5. Understand how to write in the past tense</li> <li>6. Write in the first and third person</li> <li>7. Begin to expand writing using co-ordinating conjunctions (e.g.. or / and / but)</li> <li>8. Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>9. Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>10. Use their phonic knowledge (sets 1, 2 and 3 RWInc.) and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> </ol>	<p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ol style="list-style-type: none"> <li>1. Write simple, coherent narratives in four parts</li> <li>2. Write about a real experience structured appropriately</li> <li>3. Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>4. Expand noun phrases to describe and specify</li> <li>5. Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>6. Use capital "I" for personal pronouns</li> <li>7. Use a wider range of subordination (e.g.. when / if / that / because) to join clauses</li> <li>8. Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>9. Use spacing between words that reflects the sizes of the letters</li> <li>10. Spell common exception words covered so far</li> </ol>	<p><b>KPIs Expected Standard (EXS)</b></p> <ol style="list-style-type: none"> <li>1. Write simple, coherent narratives in four parts</li> <li>2. Write about real events, recording these simply and clearly</li> <li>3. Write a simple persuasive piece</li> <li>4. Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>5. Use past tense mostly correctly and consistently</li> <li>6. Use co-ordination (e.g.. or / and / but) and some subordination (e.g.. when / if / that / because) to join clauses</li> <li>7. Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>8. Spell many common exception words</li> <li>9. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ol>
<p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ol style="list-style-type: none"> <li>1. Expand information using some subordination and co-ordination</li> <li>2. Use some expanded noun phrases to describe and specify</li> <li>3. Use a wider range of adjectives e.g.. superlative and comparative adjectives</li> <li>4. Structure own writing deciding on what goes in each part</li> </ol>	<p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ol style="list-style-type: none"> <li>1. Write effectively and coherently to recount, instruct and entertain</li> <li>2. Decide on the structure of writing based on its form. Know what features to change when changing the form of writing.</li> <li>3. Identify where words are spelt incorrectly</li> <li>4. Edit own writing with simple corrections</li> <li>5. Add suffixes to spell some words correctly</li> <li>6. Experiment with cursive writing</li> <li>7. Understand 1st person and 3rd person writing</li> <li>8. Experiment with a range of ways of expanding nouns</li> </ol>	<p><b>KPIs Greater Depth (GDS)</b></p> <ol style="list-style-type: none"> <li>1. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>2. Experiment with simple figurative language</li> <li>3. Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>4. spell most common exception words</li> <li>5. add suffixes to spell most words correctly in their writing (e.g.. -ment, -ness, -ful, -less, -ly)*</li> <li>6. use the diagonal and horizontal strokes needed to join some letters</li> </ol>