

Year Two	Term One	Term Two	Term Three
Writing Assessment	KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Key Performance Indicators	<ul style="list-style-type: none"> Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language Use information from research to group and assemble information into a short non-chronological report. Write about a real event, recording it simply and clearly Demarcate sentences with capital letters and full stops. Understand how to write in the past tense Write in the first and third person Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) Form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about a real experience structured appropriately Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands Expand noun phrases to describe and specify Demarcate many sentences with capital letters and full stops, and use question marks correctly when required Use capital "I" for personal pronouns Use a wider range of subordination (e.g. when/if/that/because) to join clauses Form lower-case letters of the correct size relative to one another in most of their writing 	<ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about real events, recording these simply and clearly Write a simple persuasive piece Demarcate most sentences with capital letters and full stops, and use question marks correctly when required Use 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 Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters Spell many common exception words Segment spoken words into phonemes and represent

- Form lower-case letters of the correct size relative to one another in some of their writing

- Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix

knowledge to write words in ways which match their spoken sounds, spelling most words correctly

- Spell most common exception words taught so far

KPIs On-track for Greater Depth (GDS)

- Expand information using some subordination AND co-ordination

- Use some expanded noun phrases to describe and specify

- Use a wider range of adjectives e.g. superlative and comparative adjectives

- Structure own writing deciding on what goes in each part

- Use spacing between words that reflects the sizes of the letters

- Spell common exception words covered so far

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- Write effectively and coherently to recount, instruct and entertain

- Decide on the structure of writing based on its form.

Know what features to change when changing the form of writing.

- Identify where words are spelt incorrectly

- Edit own writing with simple corrections

- Add suffixes to spell some words correctly

- Experiment with cursive writing

- Understand 1st person and 3rd person writing

- Experiment with a range of ways of expanding nouns

- Experiment with adverbs

these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

KPIs Greater Depth (GDS)

- 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)*

- use the diagonal and horizontal strokes needed to join some letters

- Independently choose to use features of different

forms of writing showing awareness of audience and

form.