

Year 2 writing descriptors

B	No less than 8 marks in the FLAG BOX (if less than 4 look at the Year group below)
B+	A few criteria for within complete with most/ all of the FLAG BOX.
W	RED BOLD STATEMENTS (^ working towards on assessment framework) MUST BE TICKED + at least 3 more statements.
W+	BLUE BOLD STATEMENTS (* working at on assessment framework) MUST BE TICKED + some of the additional criteria for within complete (statements must be ticked under each heading)
S	Nearly all of the criteria for within complete (must be spread across different headings)
S+	All criteria for within mastered with all aspects of secure plus increasingly evident in all genres of writing (- matches the greater depth on assessment framework)

FLAG BOX – suggests that children are not yet working within the year group curriculum	Autumn	Spring	Summer
Can order and retell simple familiar stories that have been previously read and learnt			
Is able to compose individual sentences orally and then write them down unsupported			
Unknown words show phonetically plausible attempts at spelling			
Individual letters are formed correctly (there might still be inconsistencies in size, orientation and shape)			
Sounds in words (containing phonemes already taught) are encoded correctly			
Can spell at least some of the 100 HFW for KS1.			
Lower case and upper case letters are not mixed in a word			
Adjectives are sometimes used to describe nouns			
Capital letters and full stops are sometimes used			
Capital letters are formed correctly			
Proper nouns are sometimes capitalised			
Sentences are sequenced and writing stays on task			
Can re-read sentences independently and self- correct simple errors (missing words, CLs and FSs)			
If a child is <u>within</u> national curriculum expectations you will see -			
Spelling			
^Can spell some common exception words			
^Segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically-plausible attempts at others			
*Segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically-plausible attempts at others			
*Spell many common exception words (see NC list)			
Correct addition of some prefixes (-un)			
Correct addition of some suffixes (-ed, -er, -ing, -est, ment, ful, ness)			
Contracted words increasingly used and spelt correctly (can't, don't, doesn't)			
A short sentence dictated by the teacher (including GPCs and common exception words) written from memory			
Use of capital letters for proper nouns and the pronoun 'I'			
A few common homophones spelt correctly (see/sea, bee/be)			

Ability to distinguish between homophone and near homophones			
A growing awareness of how a word's meaning changes when prefixes and suffixes are added			
Simple linked sentences dictated by teacher written by memory (including taught GPCs, common exception words and taught punctuation (contraction and possession))			
Handwriting			
^All lower case letters consistent in size and orientation			
^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			
*Spacing between words reflects the size of the letters			
*Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters			
*Form digits of the correct size, orientation and relationship to one another			
Diagonal and horizontal joins starting to be used to correctly join letters			
Grammar and Punctuation			
^Demarcate <u>some</u> sentences with capital letters and full stops			
*Demarcate <u>most</u> sentences with a capital letter and full stop			
*Co-ordinating conjunctions used to join (and, so, or)			
*Subordinating conjunctions used to open and join (when, if, that, because)			
*Use some question marks correctly when required			
*Use present and past tense mostly correctly and consistently			
Clear explanation of key grammatical vocabulary (noun, noun phrase, compound sentence, suffix, adjective, adverb, verb, comma)			
Expanded noun phrases used to describe and specify (my sporty red car with a sunroof)			
Some variation in sentence openings			
A range of sentence types used to add interest (statement, question, command and exclamation)			
Carefully chosen adjectives that are appropriate to the genre of writing			
Some speech included to add interest			
Some use of exclamation marks correctly			
Use of the singular possessive apostrophe e.g. the girl's book			
Composition			
^Write sentences that are sequenced to form a short narrative (real or fictional)			
*Write simple, coherent narratives about personal experiences and those of others (real or fictional)			
*Write about real events, recording these simply and clearly			
An understanding of text genre and the purpose of writing			
Sentences grouped together to start to form themed paragraphs			
Use of learnt phrases from familiar stories within own writing			

Ability to re-tell familiar stories with events in sequence			
A plan used to carefully structure writing with a beginning, middle and end			
Writing poetry and using features such as alliteration, similes			
Careful proof reading of writing to ensure that it makes sense and to enable corrections and additions to the text.			
Re-evaluation of the content and accuracy of writing following teacher, peer and self-assessment.			
Confident reading aloud of own writing to with expression and intonation to ensure meaning is clear.			
If a child is secure + at national curriculum expectations you will see all of the above and -			
-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 (CL, full stops, exclamation marks, question marks, apostrophes)			
-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.			