

Green Lane CE Primary School 2018-19 Writing: Stage 2 (expected standard by end of KS1)

Name:		Class:	Year:	Date	Date	Date
Starting Level:	Target:	End Level:				
<b>Transcription – evidenced in phonics and basic skill sessions</b>						
I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.						
I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some exception words ( <i>must be most of time to achieve a 2M</i> ).						
I can spell more words with contracted forms (didn't, won't, etc). <i>Must be most of time to achieve a 2M.</i>						
I can add suffixes to spell longer words e.g. <i>-ness, -ful, -less, -ly</i> . <i>Must be most of time to achieve a 2M.</i>						
I can learn how to use Y2 Grammar: using suffixes to form nouns (-mess, -er); and adverbs to perhaps start a sentence (-ly).						
I can apply spelling rules and guidelines for Year 2.						
I can write from memory simple sentence dictated by the teacher.						
<b>Handwriting and Presentation – evidenced in literacy books and during literacy lessons</b>						
I can form <b>lower-case letters</b> of the correct size.						
I can start to use the <b>cursive script</b> using the diagonal and horizontal strokes needed to join letters in some of my writing ( <i>Must be most of time to achieve a 2M</i> ).						
I can write <b>capital letters</b> and digits of the correct size, orientation and relationship to one another and to lower case letters						
I can use <b>finger spaces</b> between words that reflects the size of the letters.						
<b>Composition – evidenced in literacy books and during literacy lessons</b>						
I am developing positive attitudes towards writing by writing <b>narratives</b> and <b>diaries</b> , simple <b>non chronological reports</b> and <b>instructional</b> writing and <b>poetry</b> about personal experiences and those of others (real and fictional).						
I am using sentences with different forms in their writing (statements, questions, exclamations and commands).						
I can plan by writing down my ideas and/or key words, including new vocabulary, making sure my writing has a <b>beginning, middle and end</b> .						
I can make simple additions, revisions and <b>corrections</b> to my own writing by proof-reading aloud to check for errors in spelling, grammar and punctuation.						
<b>Vocabulary, grammar and punctuation – evidenced in literacy books and during literacy lessons</b>						
I am demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks ( <i>must be mostly correct for a 2M</i> ).						
I am using the <b>present</b> and <b>past tenses</b> mostly correctly.						
I am using different connectives for subordination (using <b>when, if, that, or because</b> ) and co-ordination (using <b>or, and</b> or <b>but</b> ).						
I can use more <b>powerful adjectives</b> (including -ful, less) to expand a noun, e.g. <i>The slimy toad hopped onto his head.</i>						
I am learning how to use some features of written Standard English.						
I can use and understand the grammatical terminology in discussing my writing. ( <b>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, past tense, present tense, apostrophe, comma</b> )						

<p><b>2B</b> Working <b>BELOW</b> 0 – 2 <b>2B+</b> <b>BELOW WORKING TOWARDS</b> 3 – 5</p>	<p><b>2W</b> <b>WORKING TOWARDS</b> National Standard 6 – 12</p>	<p><b>2W+</b> <b>WORKING AT THE NATIONAL STANDARD</b> Must include all underlined KO's 13 – 15</p>	<p><b>2S</b> <b>SECURELY WORKING AT NATIONAL STANDARD</b> Must include all underlined KO's 16 – 19</p>	<p><b>2S+</b> <b>SHOWING GREATER DEPTH</b> 20 - 21</p>
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