

Year Two WRITING	Y2 Low Emerging	Y2 High Emerging	Y2 Low Embedding	Y2 High Embedding	Y2 Low Expected	Y2 High Expected	Y2 Low Exceeding Y3 Low Emerging	Y2 High Exceeding Y3 High Emerging
STEP	8	9	10	11	12	13	14	15
Ticks required	13	26	39	52	65	69	73	77
✓ Total 81 with 16 Key Objectives	The three divisions within each statement are an indication of the depth of pupil understanding not the number of times observed						All Key objectives have to be secure in order to be exceeding	

	Writing - Year 2	Beginning	Progressing	Secure
Spelling	<i>I spell by segmenting words into phonemes or syllables which I represent correctly.</i>			
	I can spell some common homophones and near-homophones (quite/quiet)			
	<i>I can spell 150 of the year one/two words.</i>			
	<i>I can spell a range of words in their contracted form (see Yr 2 SPaG guidance).</i>			
	I am learning to use the possessive apostrophe.			
	<i>I add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)</i>			
	I write from memory simple sentences dictated by the teacher			
Vocabulary, grammar & punctuation	<i>I am using full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</i>			
	<i>I write sentences of different forms: statement, question, exclamation and command.</i>			
	<i>I use expanded noun phrases to describe and specify e.g. 'the beautiful, blue butterfly.'</i>			
	<i>I use subordination (when, if, that, or, because) and co-ordination (or, and, but).</i>			
	<i>I use the present and past tenses correctly</i>			
	I use features of written standard English.			
Handwriting	I form lower case letters of the correct size relative to one another.			
	<i>I join some letters using diagonal and horizontal strokes.</i>			
	<i>I write capital letters and digits of the correct size, orientation and relationship to one another.</i>			
	<i>I leave spaces between words which reflect the size of the letters.</i>			
Composition	<i>I plan and say out loud what I am going to write, recording ideas, key word and new vocabulary.</i>			
	I write narratives about personal experience and those of others (real or fictional).			
	I write about real events.			
	I write poetry.			
	<i>I evaluate my writing against the success criteria with my teacher and my peers.</i>			
	I re-read to check my work makes sense, ensuring verbs are used accurately.			
	<i>I proof read to check for errors in spelling, grammar and punctuation.</i>			
	I can read aloud of what I have written using the appropriate intonation.			
	<i>I write for different purposes.</i>			
	<i>I encapsulate what I want to say, sentence by sentence.</i>			