End of Year Two Writing Standardisation

	1	2	3	4	5	6
Working towards the expected standard						
After discussion with the teacher, pupils should show evidence of:						
• writing sentences that are sequenced to form a short narrative (real or fictional),						
• demarcating some sentences with capital letters and full stops,						
• segmenting spoken words into phonemes and representing these by graphemes, spelling some words correctly and making phonically-plausible attempts at others,						
• spelling some common exception words,						
• forming lower-case letters in the correct direction, starting and finishing in the right place,						
• forming lower-case letters of the correct size relative to one another in some of their writing,						
• using spacing between words						
Working at the expected standard						
After discussion with the teacher, pupils should show evidence of:						
• writing simple, coherent narratives about personal experiences and those of others (real or fictional),						
• writing about real events, recording these simply and clearly,						
• demarcating most sentences in their writing with capital letters and full stops, and using question marks correctly when required,						
• using present and past tense mostly correctly and consistently,						
• using co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses,						
• segmenting spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others,						
• spelling many common exception words,						
• forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
• using spacing between words that reflects the size of the letters.						
Working at greater depth						
After discussion with the teacher, pupils should show evidence of:						
• writing effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing,						
• making simple additions, revisions and proof-reading corrections to their own writing,						
• using the punctuation taught at key stage 1 mostly correctly,						
• spelling most common exception words,						
• adding suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly),						
• using the diagonal and horizontal strokes needed to join some letters.						