



LHPSN Year 2 Writing: Teacher Assessment Framework



Children demonstrating the criteria:

- Some of the time (less than 60%) are 'Working towards the expected standard'.
- More often than not (60%+) are 'Working at the expected standard'.
- Most of the time (85%+) are 'Working at greater depth within the expected standard'.

Working towards the expected standard: Success Criteria for End of KSI Statutory Assessment. The pupil can:	Date	Date	Date	Date	Date	Date
Write sentences that are sequenced to form a short narrative (real or fictional).						
Demarcate some sentences with capital letters & full stops.						
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
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.						

Working at the expected standard: Success Criteria for End of KSI Statutory Assessment. The pupil can:	Date	Date	Date	Date	Date	Date
Write simple, coherent narratives about personal experiences and those of others (real or fictional).						
Write about real events, recording these simply and clearly.						
Demarcate most sentences with capital letters and full stops, and use question marks correctly when required.						
Use present and past tense mostly correctly & consistently.						
Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.						
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
Form capital letters and digits of the correct size, orientation, relationship to one another & lower-case letters.						

Working greater depth within the expected standard: Success Criteria for End of KSI Statutory Assessment. The pupil can:	Date	Date	Date	Date	Date	Date
Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary & grammar of writing.						
Make simple additions, revisions and proof-reading corrections.						
Use the punctuation taught at Key Stage 1 mostly correctly.						
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)						
Use the diagonal & horizontal strokes to join some letters.						

Common Exception Word List:	
I can spell *some/many/most of these words (*delete as applicable).	door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas