

Standards in Writing : YEAR TWO

Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.

Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
Working Towards Expected Standard (WT)	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Working at Expected Standard (WA)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Exceeding/Working in Greater Depth	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



Assessment criteria for Writing: YEAR TWO

Note: Independently or ‘without support’ means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard <small>Some evidence of some of the WA indicators seen</small>	Working At The Expected Standard (WA) <small>Most of the following features will be seen.</small>	Exceeding The Expected Standard/Greater Depth (Exc) <small>All of the following features will be seen.</small>
Composition				
To write with purpose	Use some of the characteristic features of the type of writing used.	A writing frame or structure provided by the teacher is used.	Knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance.
To use imaginative description	Use well-chosen adjectives to add detail. [3]	With the support of a teacher adjectives are used.	Some expanded noun-phrases are used to describe and specify. [3]	Expanded noun-phrases are imaginative or specific and chosen well to give interest or clarity to the reader.
	Use names of people, places and things.	With the support of a teacher, names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.	Well-chosen detail is provided at the right point within writing to enhance the readers’ understanding.
	Use nouns and pronouns for variety.	With the support of a teacher, pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.	There is a good understanding and use of a mixture of nouns and pronouns.
	Use adverbs for extra detail.	With the support of a teacher, adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.	Well-chosen adverbs add relevant and exciting information for the reader.
To organise writing appropriately	Re-read writing to check it makes sense.	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader.	Writing is re-read and changed, if necessary, so that it makes sense to the reader.
	Use the correct tenses. [4]	Tenses are used inconsistently.	Tenses are generally used correctly. [4]	Tenses are used correctly and consistently throughout.
	Organise writing in line with its purpose.	When help and structure are provided, writing is organised in line with its purpose.	Writing is generally organised appropriately.	Writing has a clear organisational structure. Prompts and guidance are not required.
To use paragraphs	Write about more than one idea.	When guides or prompts are provided, writing includes more than one idea or step.	Ideas are split into paragraphs.	Writing is clearly organised into paragraphs that contain a definite theme.
	Group related information.	When guides or prompts are provided, ideas are grouped under headings.	Paragraphs contain clearly related information.	A number of themes are developed.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators seen	Working At The Expected Standard (WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
To use sentences appropriately	Sequence sentences to form a clear narrative.	When help or structure is provided, writing includes a number of related sentences.	Writing includes a number of related sentences that flow and make sense as a short narrative.	Writing is fluent and includes a series of well-constructed sentences that engage the reader.
	Join sentences with conjunctions and connectives.	When help or structure is provided, sentences are linked with conjunctions and connectives.	Sentences are linked with a range of conjunctions and connectives.	Sentences are linked with a good range of conjunctions and connectives.
	Vary the way sentences begin. [2]	When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.	Sentences begin in a variety of ways and take on a variety of forms (such as statements, questions, exclamations and commands). [2]	Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.
Transcription				
To present neatly	Begin to form lower-case letters correctly and of consistent size. [W4, W5], [11]	When help and support are provided, some letters are beginning to show correct formation. [W4, W5]	Letters are generally formed correctly and consistently. [11]	Letters are correctly formed, with a definite sense of control.
	Form capital letters correctly and of consistent size. [11]	When help and support are provided, some letters are beginning to show correct formation.	Letters are generally formed correctly and consistently. [11]	Letters are correctly formed, with a definite sense of control.
	Form digits 0–9 correctly and of consistent size. [11]	There may be inconsistencies in the size of digits.	Digits are generally formed correctly and consistently. [11]	Digits are correctly formed, with a definite sense of control.
	Begin to join some letters. [10]. [17]	When help and support are provided, some letters are joined.	Some letters are joined. [10]	Most letters are joined. [17]
	Use spacing between words that reflects the size of the letters. [W6], [12]	When help and support are provided, words are beginning to be spaced appropriately. [W6]	Words are usually spaced appropriately. [12]	Words are spaced evenly and letters are well spaced both above and below the line.
To spell correctly	Spell words containing 40+ learned phonemes. [W2], [6]	Spoken words are segmented into some of the 40+learned phonemes and applied in writing. [W2]	With reminders, most of the 40+ learned phonemes are applied correctly in writing. [6]	Independently, almost all simple words are spelled correctly.
	Spell common exception words. [W3], [7], [14]	Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly. [W3]	Most of the common exception words are spelled correctly. [7]	All common exception words are spelled correctly. [14]
	Add prefixes and suffixes. [9], [16]	Both -s and -es are beginning to be used for plurals.	Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used. [9]	Writing includes a good range of prefixes and suffixes. [16]
	Use the possessive (singular) apostrophe. [15]	Apostrophes may sometimes be used.	The possessive apostrophe is sometimes used correctly.	The possessive apostrophe is generally used correctly. [15]
	Distinguish between homophones and near-homophones.	Common homophones are sometimes confused and so misspelled.	Common homophones are generally distinguished and so spelled correctly.	Common homophones are almost always spelled correctly.

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To punctuate accurately	Begin to use a capital letter for the names of people, places, the days of the week and I.	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	Capital letters are generally used appropriately.	Capital letters are used consistently and appropriately.
	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. [W1], [1], [8], [13], and [Year 6, W6]	When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks. [W1]	With reminders, most sentences are punctuated and include a range of punctuation. [1], [Year 6, W6] Apostrophes for the contracted form of words are generally used correctly. [8], [Year 6, W6]	Punctuation is accurate. Apostrophes for the contracted form of words are understood and used mostly correctly. [13]
	Use subordination (when, if, that, because). [5]	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing. [5]	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
	Use coordination (or, and, but). [5]	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing. [5]	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
Analysis and Presentation				
To analyse writing	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	When help is provided, some of the terminology listed is beginning to be used correctly.	Most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
	Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Some of the features listed can be identified in questions about writing.	Most of the features listed can be identified in questions about writing.	Terminology listed is displayed and this is applied in answering questions about writing.
To present writing	Read aloud clearly enough to be heard by peers and the teacher.	When support and encouragement are given, reading aloud is audible to others.	Reading aloud is clear and audible to others.	Reading aloud is confident and fluent.
	Read aloud with some intonation.	When support and encouragement are given, there is some intonation when reading aloud.	There is generally good intonation.	There is good control and intonation.