

End of Year 2 Writing Objectives

Writing – Composition

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To write with purpose	Use some of the characteristic features of the type of writing used.	When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance
To use imaginative description	<ul style="list-style-type: none"> Use well-chosen adjectives to add detail. Use names of people, places and things. Use nouns and pronouns for variety. Use adverbs for extra detail. 	When reminders are provided, well-chosen descriptive language is used.	A good range of descriptive language is used independently, without prompts or guidance.
To organise writing appropriately	<ul style="list-style-type: none"> Re-read writing to check it makes sense Use the correct tenses. Organise writing in line with its purpose. 	<p>Writing generally makes sense to the reader.</p> <p>Tenses are generally used correctly.</p> <p>Writing is generally organised appropriately.</p>	<p>Writing is re-read and changed, if necessary, so that it makes sense to the reader.</p> <p>Tenses are used correctly and consistently throughout.</p> <p>Writing has a clear organisational structure. Prompts and guidance are not required</p>
To use sentences appropriately	<ul style="list-style-type: none"> Sequence sentences to form a clear narrative. Join sentences with conjunctions and connectives. Vary the way sentences begin 	<p>When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative.</p> <p>When reminders are provided, sentences are linked with a good range of conjunctions and connectives.</p>	<p>Writing is fluent and includes a series of well-constructed sentences that engage the reader.</p> <p>Sentences are linked with a good range of conjunctions and connectives.</p> <p>Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.</p>

		When reminders and ideas are provided, sentences begin in a variety of ways.	
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To use paragraphs	<ul style="list-style-type: none"> Write about more than one idea. Group related information. 	When reminders are provided, ideas are split into paragraphs.	Writing is clearly organised into paragraphs that contain a definite theme.
		Paragraphs contain clearly related information.	A number of themes are developed

Writing - Transcription

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To present neatly	<ul style="list-style-type: none"> Begin to form lower-case letters correctly and of consistent size. Form capital letters correctly and of consistent size. Form digits 0–9 correctly and of consistent size. Begin to join some letters. Use spacing between words that reflects the size of the letters. 	<p>Letters and digits are generally formed correctly and consistently.</p> <p>Words are usually spaced appropriately.</p> <p>Some letters are joined</p>	<p>Letters and digits are correctly formed, with a definite sense of control.</p> <p>Words are spaced evenly and letters are well spaced both above and below the line.</p> <p>Most letters are joined.</p>

To spell correctly	<ul style="list-style-type: none"> Spell words containing 40+ learned phonemes. Spell common exception words. Add prefixes and suffixes. Use the possessive (singular) apostrophe. Distinguish between homophones and near-homophones 	<p>Most of the 40+ learned phonemes are applied correctly in writing.</p> <p>Most of the common exception words are spelled correctly.</p> <p>Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used.</p> <p>When reminders of the rules are provided, the possessive apostrophe is used correctly.</p> <p>Common homophones are generally distinguished and so spelled correctly</p>	<p>Almost all simple words are spelled correctly.</p> <p>All common exception words are spelled correctly.</p> <p>Writing includes a good range of prefixes and suffixes.</p> <p>The possessive apostrophe is generally used correctly.</p> <p>Common homophones are almost always spelled correctly.</p>
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To punctuate accurately	<ul style="list-style-type: none"> • Begin to use a capital letter for the names of people, places, the days of the week and I. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use subordination (when, if, that, because). • Use coordination (or, and, but). 	<p>When reminders are provided, capital letters are generally used appropriately.</p> <p>When reminders are provided, most sentences are punctuated and include a range of punctuation.</p> <p>Apostrophes for the contracted form of words are generally used correctly.</p> <p>Subordination and coordination are generally used in writing.</p>	<p>Capital letters are used consistently and appropriately.</p> <p>Punctuation is accurate.</p> <p>Apostrophes for the contracted form of words are understood and used correctly.</p> <p>Subordination and coordination are used effectively to give extra meaning and clarity to writing.</p>
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Writing – Analysis and Presentation

Essential Objective	Key Indicators	Working at the expected standard	Working at greater depth within the expected standard
To analyse writing	<p>Use and understand grammatical terminology in discussing writing:</p> <p>verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.</p>	<p>When reminders are provided, most of the terminology listed is used correctly.</p> <p>Most of the features listed can be identified in questions about writing.</p>	<p>A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.</p>

To present writing	<ul style="list-style-type: none"> • Read aloud clearly enough to be heard by peers and the teacher. • Read aloud with some intonation. 	<p>When reminders are provided, reading aloud is clear and audible to others.</p> <p>There is generally good intonation.</p>	<p>Reading aloud is confident and fluent.</p> <p>There is good control and intonation</p>
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