

## YEAR 2 WRITING TAF

Target		Evidence		
Working towards the expected standard	1 Handwriting	Able to form some lower-case letters in the correct direction, starting and finishing in the right place.		
		Able to form an increasing number of lower-case letters in the correct direction, starting and finishing in the right place.		
		Able to form lower-case letters of the correct size relative to one another in some writing.		
	2 Handwriting	Spacing used between words.		
		<i>*Moving through the year this becomes more consistent</i>		
	3 Punctuation	Capital letters are used within writing although not always correctly.		
		Capital letters are used within writing although not always correctly.		
		Some sentences punctuated with capital letters.		
	4 Punctuation	Understands and starting to use full stops		
		Some full stops are used within pieces of writing although this is not consistent.		
		Some sentences punctuated with full stops.		
	5 Punctuation	Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>some</u> words correctly and making phonically plausible attempts at others.		
		<i>*Moving through the year these attempts would become more accurate</i>		
	6 Punctuation	An awareness of some basic common exception words and correct spellings.		
		Some common exception words spelt correctly.		
		Some common exception words spelt correctly.		
	7	Compose sentences orally and write 3 or more sentences that are sequenced to form a short narrative.		
		Able to write sentences that are sequenced to form a short narrative (real or fiction).		
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Working at the expected standard	1 Handwriting	Able to form lower-case letters in the correct direction, starting and finishing in the right place.			
		Able to form lower-case letters of the correct size relative to one another in some writing.			
		Able to form capital letters and digits of the correct size, orientation and relationships to one another and to lower case letters. Beginning to use diagonal and horizontal strokes to join letters.			
	2 Handwriting	Spaces are mainly used correctly between words, across different pieces of writing.			
		Spaces are mainly used correctly between words, across different pieces of writing.			
		Able to use spaces between words that reflect the size of the letters.			
	3 Punctuation	Show an awareness of capital letters and use these for names, places and for the pronoun I, although this may be inconsistent.			
		Some sentences punctuated with capital letters at the start of sentences, for names, places and for the pronoun I.			
		Most sentences are punctuated with capital letters, correctly. These are used consistently.			
	4 Punctuation	Writing shows an awareness of full stops although not used correctly.			
		Some sentences punctuated with full stops.			
		Most sentences punctuated with full stops. These are used correctly and consistently.			
	5 Punctuation	Some evidence of understanding / use of commas in lists and apostrophes for contractions and singular possession.			
		Some evidence of sentences using commas in lists and apostrophes for contractions and singular possession.			
		Commas in lists and apostrophes for contractions and singular possession used mostly correctly.			
	6 Spelling	Able to independently write words with phonetical plausible attempts. Some correct use of phonemes / graphemes which may be alternative / incorrect spellings.			
		Increasing use of correct phonemes and graphemes which can be deciphered.			
		Able to segment spoken words into phonemes and represent these by graphemes, spelling <u>many of these</u> words correctly and making phonically plausible attempts at others.			
	7 Spelling	Some common exception words spelt correctly.			
		Increasing use of correct spellings of common exception words.			
		Many common exception words spelt correctly.			
	8	Able to add suffixes to spell some words correctly –ment, -ness, -ful, -less, -ly			
		<i>*This will increase over the year.</i>			

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9 Spelling	Shows an awareness of common homophones.			
	Beginning to spell some common homophones correctly.			
	Spelling most common homophones taught, correctly.			
10	Shows some knowledge of present tense in writing although this is used inconsistently within a piece of writing.			
	Able to use present tense mostly correctly across pieces of writing although there may be some errors.			
	Able to use present tense mostly correctly and consistently.			
11	Shows some awareness of coordinating conjunctions – mainly using 'and'			
	Able to use 'and' and 'but' in different pieces of writing.			
	Able to use coordinating conjunctions (or, and, but).			
12	Shows some awareness of subordinating conjunctions – mainly using 'because'			
	Able to use some subordinating conjunctions – 'because' 'when'			
	Able to use some subordinating conjunctions (when, if, that, because)			
13	Able to use some simple adjectives in sentences.			
	Able to use an adjective to add information to describe a noun in writing.			
	Able to use adjectives to add information to nouns to make expanded noun phrases.			
14	Recognise sentences with different forms: statement, question, exclamation and command and the punctuation required for each.			
	Begin to use sentences with different forms: statement, question, exclamation and command in a range of writing and the correct punctuation.			
	Use sentences with different forms in a range of writing, punctuated correctly.			
15	Make simple additions, revisions and corrections to their writing.			
	*This will become more consistent over the year.			
16	Able to write a range of sentences which demonstrate an understanding of a narrative (e.g. sequencing).			
	Able to write a simple narrative with a beginning, middle and end.			
	Able to write simple, coherent narratives about personal experiences (real or fiction).			
17	Able to record some ideas for a range of writing purposes including real events, fiction and poetry.			
	Able to write some short sentences for a range of writing purposes including real events,			

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		fiction and poetry.			
		Able to write for a range of purposes including real events, fiction and poetry, recording these simply and clearly.			
	18	Developing stamina in writing			

	Target	Evidence		
Working at greater	Able to use the punctuation taught at KS1 mostly correctly			
	Able to use the diagonal and horizontal strokes needed to join some letters			
	Most common words spelt correctly			
	Able to add suffixes to spell most words correctly in writing (-ment, -ness, -ful, -less, -ly)			
	Able to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing			

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.