
 <b>My Year 2 Learning Journey for Writing</b> 					
Strand		I am Working Towards Year 2's objectives with support (Emerging)	I am Working Towards Year 2's objectives (Developing)	I am Achieving Year 2's objectives (Secure)	
Transcription	Phonic and Whole Word Spelling; Handwriting	I can sometimes spell words (single syllable, occasionally multi-syllabic) by segmenting words into separate sound. My spellings are becoming more phonically plausible.	I can often spell words (single syllable and some multi-syllabic) by segmenting words into separate sounds (phonemes) and then writing these down in order. My spellings are often phonically plausible.	<b>* I can usually spell words (single syllable and multi-syllabic) by segmenting words into separate sounds (phonemes) and then writing these down in order. My spellings are usually correct or phonically plausible.</b>	1
		I can spell some words with contracted (shortened forms) with support to hear and sound out the separate words.	I can spell some words with contracted (shortened forms) correctly.	<b>I can often spell words with contracted (shortened forms) correctly (See Year 2 Spelling Appendix)</b> eg can't, didn't, hasn't, couldn't, it's, I'll	2
		I can make a good phonic try at spelling some of the common exception words ('tricky' words that don't follow usual spelling rules) and spell some of these correctly.	I can make a good phonic try at spelling more than half of the common exception words ('tricky' words that don't follow usual spelling rules) and spell more than half of these correctly.	<b>* I can make a good phonic try at spelling common exception words ('tricky' words that don't follow usual spelling rules) and spell most of these correctly</b> eg door, because, people. (see Year 2 Appendix)	3
		I can, with help, sometimes spell some very common homophones and near homophones (words that sound the same or almost the same, but look different) correctly.	I can spell some very common homophones and near homophones (words that sound the same or almost the same, but look different) correctly and know that there are different spellings for these words.	<b>I can usually spell common homophones</b> and near homophones (words that sound the same or almost the same, but look different) <b>correctly</b> eg blue/blew, knight/night, sum/some, sea/see, bare/bear, there/their/they're quiet/quite	4
Composition	Planning Content/ Editing	My lower-case letters, capital letters and the digits 0-9 are correctly formed and placed on the line.	I form lower-case and capital letters correctly, starting and finishing in the correct place. My capital letters and numbers are usually the right size compared to lower case letters.	<b>*My handwriting is neat and I form lower-case and upper-case letters correctly. I am starting to use the diagonal and horizontal strokes needed to join some letters correctly.</b> My capital letters and numbers are the right size compared to lower case letters.	5
		I use clear spaces between words when I write.	I usually use sensible spacing between words.	<b>* I use sensible spacing between words that reflects the size of the letters.</b>	6
Composition	Content & Organisation	I can, with help, say or record my ideas for writing in words or pictures.	I can often say or record my ideas for writing in words or pictures.	<b>I can usually think of my own ideas for writing and say or record my ideas in words or pictures.</b> eg draw or explain a simple story map or story plan.	7
		I can write a simple recount of real events, or a short narrative (real or fictional) with support.	I can write for different purposes, writing a series of sequenced sentences which form a simple recount of real events, or a short narrative (real or fictional).	<b>*I can write for different purposes including simple, clear recounts of real events and simple coherent narratives about my own or other people's experiences (real or fictional). I make a good try at using some of the main features for the genre</b> eg appropriate choice of past or present tense, choice of first or third person, suitable language.	8
		I can sometimes with help write at least half a page of A4 or more in my Writing book and include some information or detail to make my writing interesting for my reader.	I can write at least half a page of A4 or more in my Writing book (wider lines) and include some information or detail to make my writing interesting for my reader.	<b>I can write at least one side of A4 or more in my Writing book (wider lines) and include enough information or detail to make my writing interesting for my reader.</b> ('writing stamina')	9
		I can describe a simple character or setting with some help.	I can describe a simple character or setting., adding some detail.	<b>I can create and describe my own character or setting</b> , adding some detail and , choosing and using some language to make it interesting for my reader.	10
Composition	Content & Organisation	I use words that are appropriate for the topic I am writing about. I use some describing words, including interesting words I have heard or read eg on a class word-bank.	I sometimes use expanded noun phrases to describe and add detail and include some interesting or unusual words that I have heard or read to make my writing more exciting for the reader.	<b>I often use expanded noun phrases to describe and add detail</b> , eg 'the blue butterfly', 'the man on the moon' and include some powerful 'wow' words that I have heard or read to make my writing exciting.	11
		My writing often has an opening, a middle and an ending. I use some time-related words to sequence my writing with help eg a writing scaffold.	My writing often has a clear opening and ending and is sometimes organised into simple sections. I use some time-related words to sequence my writing.	<b>My writing mostly has a clear opening and ending and is often organised into simple sections. I use a range of time-related words to sequence my writing</b> eg 'then', 'after', 'before'.	12



Grammar & Punctuation	I sometimes use compound sentences in my writing, using 'and' to join clauses (co-ordination).	I use compound sentences in my writing, using 'and' to join clauses (co-ordination).	<b>*I use compound sentences in my writing (usually correctly), using 'and', 'but', 'or' to join clauses (co-ordination)</b> eg: 'Remember to take your packed lunch <b>and</b> don't forget your bookbag.'	1 3
	I can sometimes, with help, use complex sentences in my writing, eg using 'because' to join clauses (subordination).	I sometimes use complex sentences in my writing, eg using 'because' to join clauses (subordination).	<b>*I use complex sentences in my writing (usually correctly), using some different conjunctions eg 'when', 'if', 'that', 'because' to join clauses (subordination)</b> eg: 'You need to pack your coat <b>because</b> it might rain later.'	1 4
	I can use the present or past tense correctly in some parts of a piece of writing.	I can often use the present or past tense most of the way through a whole piece of writing.	<b>*I can mostly use the present or past tense correctly and consistently throughout a whole piece of writing.</b>	1 5
	I am beginning to use capital letters and full stops to mark the beginning and end of sentences.	I often use capital letters and full stops to mark sentences. I sometimes use a question mark/exclamation mark instead of a full stop.	<b>*I use capital letters to begin nearly all my sentences and correctly end nearly all my sentences with a full stop.</b> <b>I use question marks or exclamation marks correctly when needed.</b>	1 6
	I can add commas to a list with support.	I sometimes use commas to separate items in a list.	<b>I often use commas to separate items in a list.</b>	1 7
Editing	I know what an apostrophe is and can add an apostrophe to a given word where I have been told that a letter has been missed out eg Im cant	I sometimes use apostrophes correctly in my writing to show possession and omission.	<b>I can usually use apostrophes</b> to show omission or possession in singular nouns eg Megan's, the girl's, the dog's	1 8
	I can re-read my writing with help to check that it makes sense, spotting and correcting some simple mistakes including mistakes in very familiar punctuation and spelling. I can say something good about my writing and something to improve with the teacher's help.	I can re-read my writing to check that it makes sense, spotting and correcting some mistakes including mistakes in Year 2 punctuation, spelling and verb forms. I can say something that is good about my writing and something I could improve.	<b>I can re-read my writing to check that it makes sense, spotting and correcting most mistakes</b> including mistakes in Year 2 punctuation, spelling and verb forms eg 'sitted' corrected to 'sat'. . I can say some things that are good about my writing and some things I could improve.	1 9

### My Learning Reflection

	This term in my Writing, I have improved...	My next step in my Writing is to...
Autumn:		
Spring		
Summer		



- All underlined steps with an asterisk are from the Teacher Assessment Framework for Key Stage 1 2018-19  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683448/Teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_for\\_use\\_from\\_the\\_2018\\_to\\_2019\\_academic\\_year\\_onwards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683448/Teacher_assessment_frameworks_at_the_end_of_key_stage_1_for_use_from_the_2018_to_2019_academic_year_onwards.pdf)
- Numbering has no significance but is for ease of reference.
- Underlined steps link to the Expected Standards for Key Stage 1 in the Interim Assessment Framework.

For all references to The Letters and Sounds Phases, please refer to the Letters and Sounds Appendix and Overview.

- 'Most' or 'Mostly' or 'nearly always' indicates that the statement is generally met with only occasional errors. If this is not specified in the 'Secure' column, the assumption is that the statement is nearly always met.
- 'Often' indicates that the skill is correctly demonstrated more often than not ie on more than half of occasions attempted.
- 'Some' or 'sometimes' indicates that the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.
- 'With support / help' indicates that the child needed some level of support or intervention to achieve the statement. If support is not specified, the assumption is that the child could achieve the statement independently.
- • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and 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 • spell many common exception words\* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.