

Year 2 Writing Tracker

These checklists link to the 2017-2018 National Curriculum Teacher Assessment for Key Stage 1 in writing. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth Within the Expected Standard

All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims.

It is important to reiterate that there are no DfE-published exemplification assessment documents available for Years 1, 3, 4 and 5, and therefore these writing trackers should only be used as a guide for referencing the attainment of pupils within these year groups.

Teachers may feel the need to revisit expectations from earlier years to consolidate knowledge and build on pupils' understanding, or go beyond the aims set out here if they feel it is appropriate for their highest-attaining students.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils or alternatively, could be used to highlight the progress of groups of students who are focusing on the same development areas or writing targets.

They allow teachers to make 'best fit' judgements by ticking and dating relevant criteria as a child/ group progresses throughout a term or school year.

The statements with the checklists are set out in colour-coded boxes: **pink** for composition; **green** for grammar and punctuation and **blue** for transcription.

Year 2 Writing Tracker

Working Towards the Expected Standard:

Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:			
demarcating some sentences with capital letters and full stops ^			
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others			
spelling some common exception words*			
forming lower-case letters in the correct direction, starting and finishing in the right place			
forming lower-case letters of the correct size relative to one another in some of the writing			

* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum ([English Appendix 2](#)).

Year 2 Writing Tracker

Working at the Expected Standard:

Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:				
writing about real events, recording these simply and clearly				
demarcating most sentences with ^:	capital letters and full stops			
and with use of:	question marks.			
using present and past tense mostly correctly and consistently				
using co-ordination (or / and / but)				
using some subordination (when / if / that / because)				
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others				
spelling many KS1 common exception words*				
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
using spacing between words that reflects the size of the letters				

* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum ([English Appendix 2](#)).

Year 2 Writing Tracker

Working at Greater Depth within the Expected standard:

Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including [^] :	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

* These are detailed in the word lists within the spelling appendix to the national curriculum ([English Appendix 1](#)). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum ([English Appendix 2](#)).