

## Performance of Writing – Expected Standard at end of Year 2

Name:	Aut 2	Spr 2	Sum 2
<b>Purpose and Impact</b>			
Write complete texts that are interesting, engaging or thoughtful			
Ideas are mostly suitable for a narrative piece.			
A viewpoint is indicated by comments.			
Ideas are relevant for non-fiction e.g. persuasive or informative etc.			
Produce texts which are appropriate to reader and purpose			
Include the main features of a genre/text type.			
<b>Structure and Shape</b>			
Organise and present whole texts effectively that sequence and structure information			
Include enough information and description to interest the reader.			
Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.			
Construct a cohesive piece with logical links/breaks			
Group main ideas together			
<b>Sentence Construction</b>			
Vary sentences for clarity, purpose and effect			
Use sentences with different forms: statement, question, exclamation and command.			
Ask questions to the reader.			
Write sentences with adventurous adjectives.			
Start sentences in different ways from a name or personal pronoun, e.g. One bright morning...			
Include expanded noun phrases for description and specification e.g. The blue butterfly.			
<b>Tense</b>			
Use correct verb forms e.g. present; she is drumming, past; he was shouting			
Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping.			
<b>Conjunctions/Complex Sentences</b>			
Write compound sentences that include co-ordination e.g. or, and, but.			
Write complex sentences that include subordination e.g. when, if, that, because.			
<b>Mastery of Writing Techniques</b>			
Deploy poetic/descriptive style to engage the reader			
Use alliteration for effect.			
Use onomatopoeia for effect.			
Use the words 'as' or 'like' to build a simile.			
<b>Vocabulary</b>			
Select appropriate and effective vocabulary			
Choose words appropriate to the writing.			
Construct sentences that include adjectives, adverbs and precise verbs.			
Use some ambitious vocabulary (tier 2 words).			
<b>Adverbs/adverbial phrases</b>			
Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'ly' word, quickly.			
<b>Punctuation</b>			
Write with technical accuracy of punctuation			
Always use full stops.			
Use commas to separate items in a list.			
Use capital letters more than 50% of the time.			
Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll.			
Use exclamation marks.			
Use question marks.			
Use the apostrophe to mark singular possession e.g. the girl's bag.			
<b>Spelling and Word Structure</b>			
Apply spelling rules into writing			
Use phonetically plausible strategies to spell unknown polysyllabic words.			
Use suffixes such as 'ness', 'er', to form nouns or by compounding e.g. sleepiness.			
Use adjectives ending in 'ful', 'less', 'er', 'est' e.g. beautiful.			
Turn adjectives into adverbs through applying 'ly' e.g. slowly.			
<b>Handwriting</b>			
Form lower case letters of the correct size in relation to other letters.			
Start using some of the diagonal and horizontal strokes to join letters.			
<b>Result</b>			

# Orange Writing Progress Plan

## Punctuation

- I can use full stops.
- I can use commas in a list.
- I can use capital letters.
- I can use apostrophes in words like can't, we'll and should've.
- I can use exclamation marks.
- I can use question marks.
- I can use an apostrophe to show possession e.g. the girl's bag.

## Spelling

- I can 'have a go' at spelling polysyllabic words.
- I can use suffixes such as 'ness', 'er', or compounds to create nouns.
- I can use adjectives ending in 'ful', 'less', 'er' and 'est'.
- I can turn adjectives into adverbs using 'ly' e.g. 'slow' into 'slowly'.

## Adverbial Phrases

- I can use 'ly' adverbs in different positions in a sentence e.g. quickly.

## Vocabulary

- I can choose appropriate words for my writing.
- I can write sentences that include adjectives and adverbs.
- I can use ambitious words in my writing.

## Purpose and Impact

- My ideas are interesting for stories.
- My ideas are factual for non-fiction.
- I sometimes include my view or opinion in writing.
- I can include key features in my writing.

## Tense

- I can use present tense.
- I can use past tense.
- I can show actions in progress.

## Conjunctions/Complex Sentences

- I can write compound sentences that include 'or', 'and', 'but', 'so'.
- I can use 'when', 'if', 'because', and 'that' in my sentences.

## Structure and Shape

- I can include information and description to interest the reader.
- I can order my writing using line breaks and numbers.
- I can group main ideas together.

## Sentence Construction

- I can use statements.
- I can use/ask questions.
- I can use exclamations.
- I can use commands.
- I can include adventurous adjectives.
- I can start sentences in different ways.
- I can include noun phrases.

## Writer's Techniques

- I can use alliteration for effect.
- I can use onomatopoeia for effect.
- I can use the words 'as' or 'like' to build a simile.