

## Local Authority Teacher Moderation Framework at the end of Year 2 - Writing

Working towards the expected national standard The pupil can, after discussion with the teacher:	SAMPLES					
	1	2	3	4	5	6
• Write sentences that are sequenced to form a short narrative (real or fictional).						
• Demarcate some sentences with capital letters and full stops.						
• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
• Spell some common exception words.*						
• Form lower-case letters in the correct direction, starting and finishing in the right place.						
• Form lower-case letters of the correct size relative to one another in some of their writing.						
• Use spacing between words.						
<b>Working at the expected national standard</b> The pupil can, after discussion with the teacher:						
• Write simple, coherent narratives about personal experiences and those of others (real or fictional).						
• Write about real events, recording these simply and clearly.						
• 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 coordination (eg or/and/but) and some subordination (eg 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.						
<b>Working at greater depth within the national standard</b> The pupil can, after discussion with the teacher:						
• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
• Make simple additions, revisions and proof-reading corrections to their own writing.						
• Use the punctuation taught at key stage 1 mostly correctly.^						
• Spell most common exception words.*						
• Add suffixes to spell most words correctly in their writing (eg -ment, -ness, -ful, -less, -ly).*						
• Use the diagonal and horizontal strokes needed to join some 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).