

## **Helping your child in writing: Working at**

Children in Year 2 will receive a teacher assessment level in writing at the end of the year. This level will be based on all the independent writing that your child completes throughout the year. Children who are working towards are working *towards age related expectations*. Below is a list of writing skills that you should develop with your child to help them achieve age related expectations.

### **Planning, drafting, evaluating, editing and proof-reading**

- Produces a variety of written pieces for different purposes, maintaining form when: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry.
- Uses the drafting process to: gather and write down ideas and key words, including new vocabulary drawn from reading, and discussion of different types of writing encapsulate what is to be said, sentence by sentence, to compose meaningful narratives.
- Writing is discussed with the teacher and other pupils to: evaluate the effective use of word choice, grammar and punctuation make appropriate additions, revisions and corrections.
  - Re-reads own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/progressive form.
- Proof-reads own writing to check for errors in spelling, grammar and punctuation

### **Vocabulary, grammar and punctuation**

- Writing demonstrates appropriate use of: capital letters for almost all proper nouns adjectives, adverbs and expanded noun phrases to describe and specify the present and past tense, including the progressive form to mark actions in progress throughout writing co-ordination, using *or/and/but* subordination, using *when/if/that/ because* grammatically accurate sentences with different forms and functions (statements, questions, exclamations and commands) features of written Standard English.
- Uses punctuation, almost always correctly (including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries; commas to separate items in lists; and apostrophes for some contracted forms and some singular possession in nouns).

### **Spelling and handwriting**

- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied and demonstrated 33 through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophones and near-homophones.
- Most common exception words are spelt accurately
  - Holds a pencil comfortably and correctly.
- Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.
- Words are almost always appropriately and consistently spaced in relation to the size of the letters.
- Some diagonal and horizontal strokes are used to join letters.