

## **Writing at greater depth in year 2**

The national curriculum has the expectation that 'the majority of pupils will move through the programmes of study at broadly the same pace'. It also suggests that 'pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content'. Working at greater depth is designed to reflect that pupils have consolidated their past learning, built upon it, and can demonstrate this consistently and in a wide range of scenarios.

Pupils at Wood End Park Academy must demonstrate all the statements in the 'working towards' and 'working at' the expected standard to be at 'greater depth within the expected standard.'

### **Working at greater depth means that children can:**

1. Apply their learning to different contexts, including other areas of the curriculum.
2. Work independently.
3. Apply their skills and knowledge consistently, confidently and fluently.
4. Organise their ideas to make connections with other areas of learning.
5. Use their ideas to help them work with new areas of learning.
6. Clearly explain what they have been doing and why they know they are correct to others.
7. Teach others what they have learned to enable them to learn too

### **Greater depth features in their writing**

- Appropriate format for writing with an awareness of the reader e.g. correct layout for a letter, recount using sub headings
- Narratives have a clear structured ending which normally refers back to main character
- Different sentence types and word choices needed for different purposes and audiences e.g. statements, exclamations, questions and commands
- Making conscious word choices for effect
- Using deliberate repetition, rhythm and short sentences to create atmosphere
- Dialogue is included with speech marks
- Similes and alliteration used for effect
- Expanded noun phrases go beyond adding of simple adjectives
- Range of sentence starters that can be drawn from reading familiar books
- Writing is organised in paragraphs
- Asides or direct address to the reader and use of humour
- Varying sentence length and selecting punctuation for effect as well as using a range of punctuation accurately and appropriately e.g. commas to separate items in a list, apostrophes to mark singular possession in nouns
- Spelling is accurate and also includes accurate spelling of contracted forms e.g. can't, couldn't, don't

### **Writing descriptors for working at greater depth in year 2**

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- 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.

**For more information** see examples of children's writing at greater depth which can be found in the 2016 teacher assessment exemplification.

<https://www.gov.uk/government/publications/2016-teacher-assessment-exemplification-ks1-english-writing>

### **Support at home**

#### **Do:**

1. Question your child about their writing to understand why they have chosen specific language, style, structure or punctuation.
2. Proofread with your child to check for accuracy – spelling, punctuation and correct grammar.
3. Support children to develop a positive attitude towards writing.
4. Build a climate of words at home. Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk.
5. Let children see you write often. From time to time, read aloud what you have written and ask your children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing -- which it is.
6. Be as helpful as you can in helping children write. Talk through their ideas with them; help them discover what they want to say. Praise the effort they put into their writing.
7. Provide a suitable place for children to write.
8. Give children, and encourage others to give, the gifts associated with writing: Pens of several kinds, pencils of appropriate size and hardness, pads of paper, stationery, envelopes -- even stamps, a dictionary appropriate to the child's age and needs. Most dictionary use is for checking spelling, but a good dictionary contains fascinating information on word origins, synonyms, pronunciation, and so forth.