

St. Bartholomew's C of E Primary School
Stage 2 Writing

Sentences WG: S	Punctuation WG: P	Text Structure and Organisation WG: TO	Composition WG: C	Vocabulary WG: V	Drafting & Editing WG:DE
<p>Across a range of independent and cross curricula writing</p> <p>1) Wider variation in sentence openings, e.g. <i>sadly</i> <i>Yesterday we went.</i></p> <p>2) Use subordination: when, if, that, because, while, which.</p> <p>3) Use co-ordination: or, and, but.</p> <p>4) Use the following sentence forms: statements questions exclamations commands</p> <p>5) Past & present tense consistent, including progressive form (describing events in progress) e.g. Michael is singing</p> <p>6) Use & understand Y2 grammatical terminology in discussing their writing p75/6</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Sentence demarcation with capital letters and full stops usually accurate</p> <p>2) Some accurate use of question and exclamation marks, and commas in lists</p> <p>3) Use more words with contractions e.g. I'd</p> <p>4) Attempts to use singular possessive apostrophe e.g. the girl's book</p> <p>5) Some limited use of inverted commas for speech</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Some attempt to sequence ideas e.g. by use of line breaks or time related words.</p> <p>2) Openings and / or closings sometimes signalled e.g. developing opening around character / setting / time of day / weather.</p> <p>3) Ideas in paragraphs / sections grouped by content, some linking by simple pronouns</p> <p>4) Some internal structure within paragraphs / sections e.g. simple topic sentences to introduce paragraphs in non-fiction</p> <p>5) Some attempts to link paragraphs sometimes abrupt or disjointed e.g. but or most.</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Develop positive attitudes towards & stamina for writing.</p> <p>2) Mostly relevant ideas and content, sometimes repetitive or sparse with limited awareness of reader e.g. memories in a recount.</p> <p>3) Brief comments, questions about events or actions suggest viewpoint e.g. write in role.....apples are good for you.</p> <p>4) Basic purpose of writing established & some appropriate features of the given form used e.g. recount features (Impersonal, logical connectives, generalizes, description to illustrate, topic sentences & headings).</p> <p>5) Some attempts to adopt appropriate style e.g. question to hook reader, persuasion.</p> <p>6) Write for different purposes including the following forms with increasing independence narratives about personal experiences & those of others (real & fictional) use key features of narrative in their own (EXC) Real events Instructions Poetry Information Non-chronological reports Explanation</p> <p>7) Write for a wider range of different audiences e.g. poem for assembly, letters to a real person or younger children.</p>	<p>Across a range of independent and cross curricula writing</p> <p>1) Age-appropriate word choices create interest e.g. big hairy caterpillar</p> <p>2) Use expanded noun phrases for description & detail e.g. the blue button, the man in the moon</p> <p>3) Use some features of written Standard English e.g. correct tense</p> <p>4) Write down ideas and / or key words incl. new vocabulary</p>	<p>1) Plan or say aloud what they are going to write about</p> <p>2) Encapsulate what they want to say, sentence by sentence</p> <p>3) Proof-read to check for: spelling errors errors in punctuation at Y2 level</p> <p>4) Re-read to check that verbs to indicate time are used correctly & for errors in grammar.</p> <p>5) Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>6) Evaluate their writing: with teachers with peer assessment with self-assessment</p>