

Y2 Exemplification Checklist

These checklists link to the 2018/19 National Curriculum Teacher Assessment Frameworks for Key Stage 1 in writing. They are split into:

- working towards the expected standard;
- working at the expected standard;
- working at greater depth within the expected standard.

Writing Assessment

Name:	Date:
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Working towards the expected standard:

The pupil can, after discussion with the teacher:	
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 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	

Writing Assessment

Name:	Date:
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Working towards the expected standard:

The pupil can, after discussion with the teacher:	
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 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	

Writing Assessment

Name:	Date:
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Working at the expected standard:

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		
demarcating most sentences with capital letters and full stops		
use of question marks when required		
use past and present tense mostly correctly and consistently		
use co-ordination:	or	
	and	
	but	
use of subordination:	when	
	if	
	that	
	because	
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		

Writing Assessment

Name:	Date:
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Working at greater depth within the expected standard:

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 full range of punctuation taught at key stage 1 mostly correctly		
spell most common exception words		
add suffixes to spell most words correctly in their writing	-ment	
	-ness	
	-ful	
	-less	
	-ly	
use the diagonal and horizontal strokes needed to join some letters		

Writing Assessment

Name:	Date:
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Working at greater depth within the expected standard:

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 full range of punctuation taught at key stage 1 mostly correctly		
spell most common exception words		
add suffixes to spell most words correctly in their writing	-ment	
	-ness	
	-ful	
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	-ly	
use the diagonal and horizontal strokes needed to join some letters		