

Year 2 Writing Checklist

These checklists link to the EYF 2019 National Curriculum for writing. They are split into:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth within the Expected Standard

All of the statements are progressive within and across the year so that the majority of pupils will be working on their own year goals.

How to Use the Checklists

The grids can be used to track the attainment of individual pupils to highlight the progress of groups of students who are focusing writing targets.

To judge that a pupil is working at a standard in English, track progress throughout the school year which demonstrates that they are within that standard.



Year 2 Writing Checklist

Working Towards the Expected Standard

Pupils can write sentences to form a short narrative about experiences (real and fictional), after discussion with the teacher.

demonstrating some awareness with capital letters and full stops

representing spoken words with phonemes and representing spelling some correctly and looking phonetically plausible at others

spelling some common exception words*

forming lower case letters in the correct direction, starting right place

forming lower case letters of the correct size relative to the writing

using spacing between words



Year 2 Writing Checklist

Working at the Expected Standard

Pupils can write a simple, coherent narrative about their experiences (real and fictional), after discussion with the teacher.

writing about real events, recording them simply and clearly

demonstrating most sentences with capital letters and full stops	capital letters
representing spoken words with phonemes and representing spelling some correctly and looking phonetically plausible at others	phonetic marks

using present and past tense mostly correctly and consistently

using co-ordination (for / and / but)

using some subordination (when / if / that / because)

representing spoken words with phonemes and representing spelling many correctly

spelling many EYF common exception words*

writing capital letters and shapes of the correct size, position to one another and to lower case letters

using spacing between words that reflects the use of the full range of punctuation



Year 2 Writing Checklist

Working at Greater Depth within the Expected Standard

Pupils can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher.

making simple additions, removals and proof-reading corrections to their own writing

using the full range of punctuation taught at key stage 2 mostly correctly including:	commas to separate items in a list
	apostrophes to mark singular possession in nouns and contractions

spelling most common exception words*

adding suffixes to spell root 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

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to compile the words that pupils should be able to spell.

* The rules for punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

Sats Writing Task Ks1

Teresa Cremin, James Arthur



Sats Writing Task Ks1:

The Really Practical Guide to Primary English Diana Bentley, 1999 This book contains clear chapter objectives suggestions for further reading on each topic and a glossary explaining key terms that the new or trainee teacher will need to understand The authors have all taught English in the primary setting are experienced teacher trainers and respected practitioners in their own specialist fields

Ks1 Magical Sats Maths Workbook Paul Broadbent, 2008 Based on appealing magical characters this new Workbook complements the KS1 Maths Revision Guide to fully prepare pupils for their SATs It is specifically aimed at pupils working towards Level 2

KS1 Magical SATs English Revision Guide Alison Head, 2008 Based on appealing magical characters this new Revision Guide captures pupils imaginations and motivates them to prepare for their KS1 English SATs It is specifically aimed at pupils working towards Level 2

Inclusive Educational Practice Teresa Grainger, Janet Tod, 2013-10-28 First Published in 2001 An inclusive education is one which seeks to respond to individual differences through an entitlement of all learners to common curricula Armstrong and Barton 2000 This book attempts to respond to this definition of inclusion by examining the principles of the literacy curriculum and a range of pedagogic practices The complex relationships between inclusion literacy and learning are acknowledged and it is argued that quality learning in language and literacy can work towards increased equity and involvement within the classroom community

Primary English Curriculum Guide Christine Moorcroft, Ray Barker, 2013-11-26 First Published in 2001 The purpose of this curriculum guide is to help student teachers and newly qualified teachers to make a start on learning how to become competent teachers of English Despite the emphasis given in training courses to the teaching of English newly qualified teachers often feel underprepared for it and frequently mention their concerns about this These concerns can be partly explained by a general lack of confidence in this key area and partly by widespread media and political criticism of the teaching of literacy It is also because it is often difficult for a student to make the connection between observation of key teaching strategies and his or her own personal practice

Children's Reading of Film and Visual Literacy in the Primary Curriculum Jeannie Hill Bulman, 2017-08-12 This book draws on a longitudinal study which highlights the beneficial impact of film in the primary curriculum It provides detailed accounts of both the reading process as understood within the field of literacy education and of film theory as it relates to issues such as narration genre and audience The book focuses on a small cohort of children to explore how progression in reading film develops throughout a child's time in Key Stage 2 it also examines how the skills and understanding required to read film can support the reading of print and vice versa in an asset model approach Since children's progression in reading film is found to be not necessarily age related but rather built on a period of experience and opportunity to read and or create moving image media Bulman clearly illustrates the importance of the inclusion of film in the primary curriculum The book provides an accessible study to a large audience of primary teachers and practitioners and will be a valuable resource for students and researchers in the fields of education

English and media studies **The Cambridge Primary Review Research Surveys** Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England's biggest enquiry into primary education for over forty years. Fully independent of government, it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform. Ranging over ten broad themes and drawing on a vast array of evidence, the Review published thirty-one interim reports including twenty-eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations. This book brings together the twenty-eight research surveys specially commissioned from sixty-five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives. With an introduction from Robin Alexander, the Review's director, the book is divided into eight sections covering children's lives and voices, school, home and community, children's development, learning, diversity and needs, aims, values and contexts for primary education, the structure and content of primary education, outcomes, standards and assessment in primary education, teaching in primary schools, structures and processes, teaching in primary schools, training, development and workforce reform, policy, frameworks, governance, funding reform and quality assurance. The Cambridge Primary Review Research Surveys is an essential reference tool for professionals, researchers, students and policy makers working in the fields of early years, primary and secondary education.

The Learning and Teaching of Reading and Writing Naomi Flynn, Rhona Stainthorpe, 2006-07-11 This book provides a unique description of teacher-pupil interaction during the Literacy Hour in good schools. It is based on detailed observations in inner-city primary schools that were recognised as effective and improving. The analysis is informed by contemporary research into the development and teaching of early literacy. The book provides practice-based examples of how teachers and schools might adapt their delivery for literacy as they move to greater creativity in their teaching of reading and writing. The analysis begins within the classrooms of three expert Key Stage 1 teachers and broadens out into the wider setting of the schools and their senior management teams. An important theme running throughout the book is how the three teachers were able to make exceptional provision for their pupils who were largely second language speakers and from socio-economically disadvantaged groups. The teachers' successful practice grew from their understanding of both early literacy development and planning for individual need. The information in this book will enable student teachers, recently qualified teachers and teachers interested in enhancing their literacy teaching to develop their practice in a similarly successful way.

Learning to Teach in the Primary School Teresa Cremin, James Arthur, 2014-02-24 Flexible, effective and creative primary school teachers require subject knowledge, an understanding of their pupils and how they learn, a range of strategies for managing behaviour and organising environments.

for learning and the ability to respond to dynamic classroom situations This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers Twenty two new authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin

Sooner, Faster, Better Reading for All Diane Montgomery, 2023-10-05 Sutton Trust research showed that disadvantaged children were 11.5 months behind advantaged peers in reading by the end of their first year of primary education and never caught up By the time these students were completing their GCSE examinations they were 20 months behind This book provides a 7 point plan to change this so that all children including those with dyslexia can become readers by the end of Year 1 and critical readers in secondary school The changes proposed are cost free in terms of both money and teachers time This book is for educators and their students early years teachers English teachers and Special Education Coordinators SENCos in primary and secondary schools and in Further Education as well as reading researchers and policy makers Altogether the 7 point plan proposed in this book will improve reading fluency comprehension and subject attainments across the curriculum including mathematics

Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **Sats Writing Task Ks1**

In a world inundated with displays and the cacophony of quick connection, the profound power and psychological resonance of verbal artistry often disappear in to obscurity, eclipsed by the constant onslaught of noise and distractions. Yet, located within the lyrical pages of **Sats Writing Task Ks1**, a interesting perform of fictional elegance that pulses with natural feelings, lies an remarkable trip waiting to be embarked upon. Composed by way of a virtuoso wordsmith, this enchanting opus books visitors on a mental odyssey, gently revealing the latent potential and profound affect embedded within the intricate web of language. Within the heart-wrenching expanse with this evocative evaluation, we shall embark upon an introspective exploration of the book is central styles, dissect its captivating writing style, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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