

WRITING MILESTONES

Year 2

Spelling

The child segments phonemes within words and uses the correct graphemes to spell.

The child spells year 2 common exception words.

Sentence Construction

The child writes questions, statements, exclamations and commands, punctuating them correctly.

The child uses subordinating conjunctions.

The child uses past and present tense correctly and consistently.

Vocabulary

The child uses adjectives, adverbs and expanded noun phrases to describe and specify.

Structure

The child is developing the organisation of their writing according to the genre, sentence by sentence.

Handwriting

The child experiments with diagonal and horizontal strokes to join letters.

Editing

The child edits their writing making simple additions, revisions and corrections.



Reach2 Milestones

In order to achieve the Reach2 Milestones, the child needs to demonstrate that they can write for a purpose in a wide range of genres within all areas of the curriculum for enjoyment and meaning. The child reflects on their writing enabling them to draft edit and improve, allowing the child to publish their work and celebrate their writing.

ASSESSING ATTAINMENT

Working towards is for those children who are working well below age related expectations (SEN). Staff will look to previous year group objectives to inform the pupil's IEP.

Aspiring to meet children who are accessing the expectations of their year group, however are not deemed to be 'on track without significant additional support and intervention'. (TARGET GROUP)

On track to meet: children who are on track to comprehensively attain the SKU of the assessment criteria by end of the year.

Met is for those children who demonstrate they have mastered the SKU of the assessment criteria and can apply them across a broad range of contexts.

Genre Coverage - Writing Opportunities (Key Stage 1)

Narrative

- Write stories set in places pupils have been.
- **Write stories with imaginary settings.***
- **Write stories and plays that use the language of fairy tales and traditional tales.***
- **Write stories that mimic significant authors.***
- **Write narrative diaries.***

Non-Fiction

- Write labels
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

Poetry

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

Only the following are statutory at KS1:

- ⇒ personal experiences
- ⇒ real events
- ⇒ poetry
- ⇒ different purposes.

*** Non-statutory**

COVERAGE OF LEARNING OBJECTIVES

Please highlight the LO as they are covered.

Key



Covered once



Covered twice



Covered three times



Covered more than three times

E.g.: **Use well-chosen adjectives to add detail.**

Veritas Writing Assessment Milestone 1 : Year 2

Transcription

REAch2 Milestone & LO	Learning Objectives (PoS)	Aspiring to Meet	On Track to Meet	Met
Handwriting LO: To present neatly By end of the learning journey: “The child experiments with diagonal and horizontal strokes to join letters.”	Sit correctly at a table, holding a pencil comfortably and correctly	When help & support are provided writing posture and pencil grip are beginning to be used correctly.	Writing posture and pencil grip are generally correct.	Writing posture and pencil grip are always correct.
	Form lower-case letters correctly and of consistent size, starting and finishing in the right place.	When help & support are provided, some lowercase letters are beginning to show correct formation.	Lowercase letters are generally formed correctly and consistently.	Lowercase letters are correctly formed, with a definite sense of control.
	Form capital letters correctly and of consistent size.	When help & support are provided, some capital letters are beginning to show correct formation.	Capital letters and digits are generally formed correctly and consistently.	Capital letters are correctly formed, with a definite sense of control.
	Form digits 0–9 correctly and of consistent size.	There may be inconsistencies in the size of letters.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Use spacing between words that reflects the size of the letters	When help & support are provided, words are beginning to be spaced appropriately.	Words are usually spaced appropriately.	Words are spaced evenly and letters are well spaced both above and below the line.
	Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	Is beginning to understand that different letters belong to different ‘families’.	Generally understands that different letters belong to different ‘families’..	Understands that different letters belong to different ‘families’ and forms them correctly.
	Experiments with diagonal and horizontal strokes to join letters.	With support, has begun to attempt some diagonal and horizontal strokes.	With guidance, has started to experiment with some of the diagonal and horizontal strokes needed to join letters.	Experiments with diagonal and horizontal strokes to join letters.

Writing Assessment: Year 2

Transcription

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><u>Spelling</u></p> <p>LO: To spell correctly</p> <p>By end of the learning journey:</p> <p>“The child segments phonemes within words and uses the correct graphemes to spell.</p> <p>The child spells year 2 common exception words.”</p>	Spell Year 2 common exception words, <i>including the days of the week.</i>	Some of the Year 2 common exception words are attempted.	Generally, Year 2 common exception words, including the days of the week, are spelled correctly.	Age appropriate common exception words, including the days of the week, are almost always spelled correctly.
	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly.	With support, is beginning to segment some spoken words into phonemes and represent these by graphemes.	With reminders, segments spoken words into phonemes and represents these by graphemes, spelling many correctly.	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly.
	Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.	With support is starting to learn new ways of spelling phonemes.	With reminders, learns new ways of spelling phonemes for which one or more spellings are already known.	Learns new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.
	Uses contractions for omission and possession (singular).	When guidance is provided, is beginning to attempt to use contractions for omission and possession.	With reminders, uses contractions for omission and possession.	Uses contractions for omission and possession, usually correctly.
	Write from memory simple sentences dictated by the teacher that include words taught so far.	Is beginning to write from memory simple sentences dictated by the teacher that include words taught so far, although support may sometimes be required.	Can mostly write from memory simple sentences dictated by the teacher that include words taught so far.	Can write from memory simple sentences dictated by the teacher that include words taught so far.
	Use the prefixes un-	Is beginning to use the prefix un-, with support.	Some prefixes (such as un-) are generally used, mostly correctly.	Writing includes the correct use of the prefix un-
	Adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Is beginning to add some of the suffixes, such as –ment, –ness, –ful, –less, –ly	When reminded, adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Correctly adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
	Distinguish between homophones and near-homophones. E.g.: their/there/they're	Common homophones are attempted but sometimes confused and so misspelled.	With reminders, common homophones are generally distinguished and so spelled correctly	Common homophones are almost always spelled correctly.
	Apply simple spelling rules and guidelines, as listed in Appendix 1 of English Programme of Study. (<i>see Spelling Rules</i>)	Some of the simple spelling rules are used.	Most of the simple spelling rules are used.	All or almost all of the simple spelling rules are used.

Writing Assessment: Year 2

Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><u>Vocabulary</u></p> <p>LO: To use imaginative description</p> <p>By end of the learning journey:</p> <p>The child uses adjectives, adverbs and expanded noun phrases to describe and specify.</p>	Use adjectives to add detail.	With the support of a teacher adjectives are identified and used.	Adjectives are generally chosen well for effect.	Adjectives are imaginative and chosen well to give interest to the reader.
	Uses nouns and pronouns	With the support of a teacher, can begin to identify and use nouns and pronouns	Can identify and use a mixture of nouns and pronouns.	Can & use nouns and pronouns correctly. Pronouns are interspersed with nouns to avoid repetition.
	Uses expanded noun phrases to describe and specify. E.g.: The enormous, red bird	With support, begins to attempt expanded noun phrases.	With reminders, uses expanded noun phrases to describe and specify.	Uses expanded noun phrases to describe and specify.
	Use verbs	With the support of a teacher can begin identify and use verbs.	Can identify and correctly use verbs.	Can identify & use verbs correctly, choosing more powerful verbs for effect.
	Use adverbs for extra detail.	<i>With the support of a teacher, adverbs are used.</i>	<i>Generally, adverbs are used to provide the reader with extra detail.</i>	<i>Well-chosen adverbs add relevant and exciting information for the reader.</i>
	Use similes for extra detail.	<i>With the support, can start to identify and experiment with similes.</i>	<i>Similes are used to add detail for the reader.</i>	<i>Similes are used well to add detail for the reader.</i>
	Use and understand grammatical terminology in discussing writing: Year 2: noun, noun phrase statement, question, exclamation, command, compound, suffix adjective, adverb, verb, tense (past, present), apostrophe, comma	When help is provided, some of the terminology listed is beginning to be used correctly.	When reminders are provided, most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.

Writing Assessment: Year 2

Composition

REAch2 Milestone & LO		Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><u>Sentence Construction</u></p> <p>LO: To structure and punctuate sentences appropriately</p> <p>By end of the learning journey:</p> <p>“The child writes questions, statements, exclamations and commands, punctuating them correctly.</p> <p>The child uses subordinating conjunctions.</p> <p>The child uses past and present tense correctly and consistently.”</p>	Paragraphs	Write about more than one idea.	When guides are provided, writing includes more than one idea/step.	When reminders are provided, ideas are split into paragraphs.	Writing is organised into themed paragraphs.
		Group related information.	When guides are provided, writing includes more than one idea/step.	Paragraphs contain clearly related information.	A number of themes are developed.
	To use sentences appropriately	Writes correctly punctuated simple sentences.	When help or structure is provided, simple sentences are attempted.	Simple sentences are generally written and punctuated accurately.	Simple sentences are written and punctuated accurately.
		Writes correctly punctuated compound sentences.	When help or structure is provided, compound sentences are attempted.	With reminders, compound sentences are written and punctuated accurately.	Compound sentences are written and punctuated accurately.
		Begins to write correctly punctuated complex sentences.	When help or structure is provided, complex sentences are sometimes attempted.	With guidance, experiments with complex sentences.	Begins to write complex sentences accurately.
		Use the past and present tense correctly and consistently.	Tenses are used inconsistently.	Past and present tenses are generally used correctly.	Past and present tenses are used correctly and consistently throughout.
	To punctuate accurately	Punctuate different sentence types (questions/statements/exclamations and commands) using: CL and ! ? .	When help or structure is provided, full stops and capital letters are beginning to be used.	With reminders, begins to experiment with and punctuate different sentence types using: ! ? .	Experiments with and punctuates different sentence types using: ! ? .
		Uses subordination (when, if, that, because)	When support is provided, simple subordination with ‘because’ is used.	With reminders, subordination is used in compound sentences.	Subordination is used in complex sentences.
		Uses coordinating conjunctions ‘and, but, or’	When support is provided, simple coordination with ‘and’ is used.	With reminders, co-ordination is used in compound sentences.	Co-ordination is used in compound sentences.
		Use commas for lists.	With support, begins to experiment with using commas for lists.	With reminders, uses commas for lists.	Uses commas for lists.

Writing Assessment: Year 2

Composition

REAch2 Milestone & LO	Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<u>Structure</u> LO: To organise writing appropriately By end of the learning journey: “The child is developing the organisation of their writing according to the genre,	Organise writing in line with its purpose.	When help and structure are provided, Writing is organised in line with its purpose	Writing is generally organised appropriately.	Writing has a clear organisational structure. Prompts and guidance are not required.
	Sequence sentences to form a clear narrative.	When help or structure is provided, writing includes a number of related sentences.	When reminders are provided, writing includes a number of related sentences that flow & make sense.	Writing is fluent and includes a series of well-constructed sentences that engage the reader.
	Discuss what they have written with the teacher or other pupils	With adult support can begin to discuss what they have written with others.	With some guidance, can generally discuss what they have written with the teacher or other pupils	Can discuss what they have written with the teacher or other pupils.
<u>Editing</u> LO: To check and edit writing By end of the learning journey: “The child edits their writing making simple additions, revisions and corrections. “	Re-read writing to check it makes sense. Check that verbs to indicate time are used correctly and consistently.	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader. Verbs to indicate time are sometimes used correctly.	Writing is re-read and changed, if necessary, so that it makes sense to the reader. Verbs to indicate time are used correctly, including verbs in the continuous form. E.g. She <u>is going</u> .

Oracy Assessment: Year 2

Oracy

REAch2 Milestone & LO		Indicators of Success (PoS)	Aspiring to Meet	On Track to Meet	Met
<p><u>Oracy</u></p> <p>LO: To use spoken language effectively</p> <p>By the end of the learning journey:</p> <p>“The child uses spoken language to express, to understand, to communicate socially for a purpose, and to listen.”</p>	Expressive	Says sentences that are grammatically correct.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can
		Asks a range of questions for different purposes.			
		Justifies and explains their ideas.			
		Talks about topics they enjoy.			
		Explain an event or story using key connectives.			
	Receptive	Understands contrasts and comparatives.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can
		Understands a range of questions.			
		Listens & follows a complex two step/three step instruction.			
		Understands humour.			
		Asks for an explanation if something is unclear.			
	Pragmatic	Holds the attention of the listener, adapting talk.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can
		Uses and experiments with different styles of talking with different people.			
		Gives appropriate comments when in discussions.			
		Shows empathy.			
	Listening	Listens with sustained concentration.	With adult support, begins to experiment...	With occasional prompts or reminders, can...	Can ...