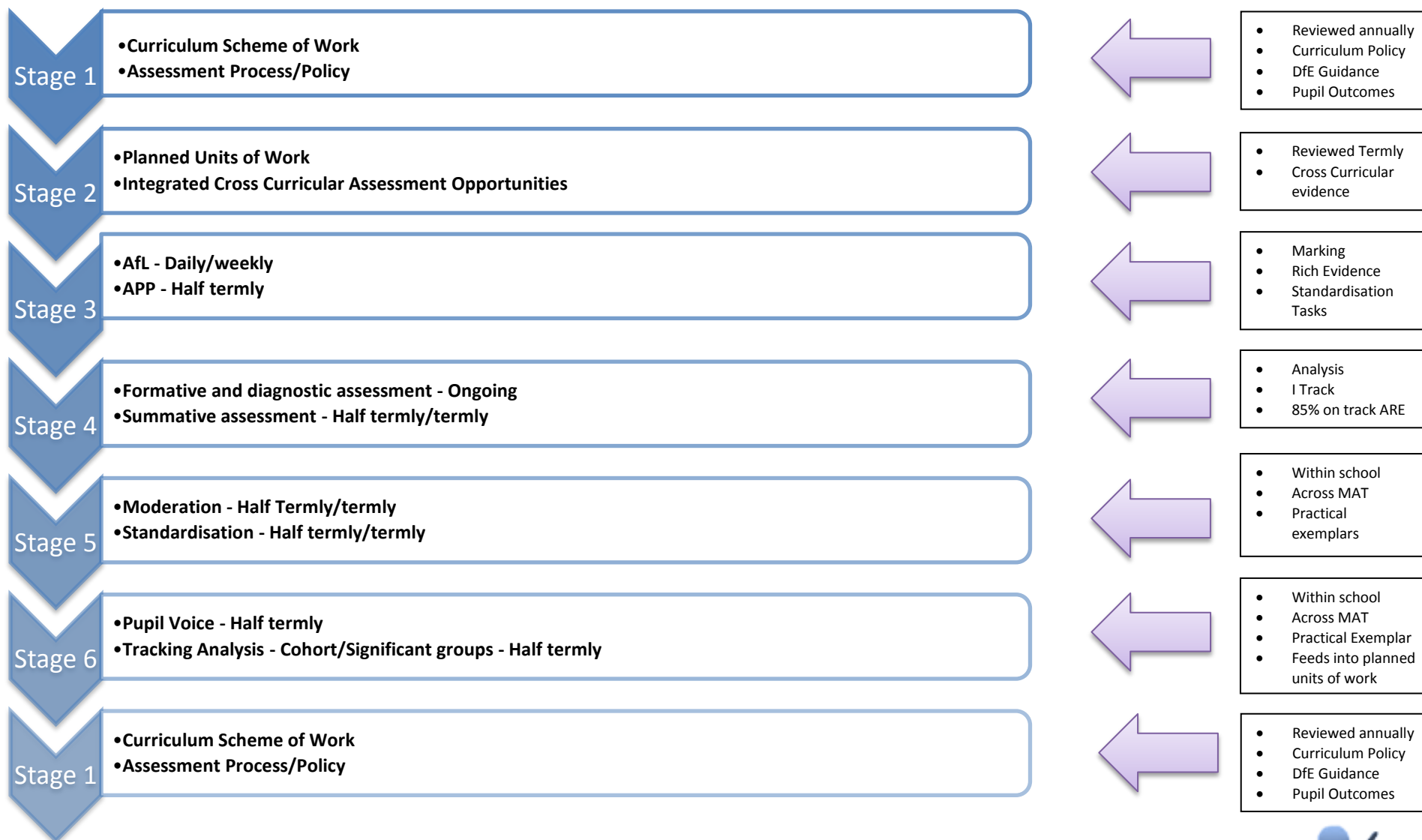




## An Daras Multi Academy Trust

### Assessing Pupil Progress – Writing (Y2)



Integrated Curriculum Scheme of Learning - 2015	
Document:	<b>ADMAT Assessing Pupil Progress (APP)</b>
National Curriculum Subjects:	<b>Writing</b>
Year Group:	<b>Year 2</b>
Agreed and Approved:	<b>Sept 15</b>
Leader In Year Review Dates:	<b>Sept 16</b>
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 English Scheme of Learning 15 Non-Negotiable 14 English Policy 15 Handwriting Policy 15 Assessment Policy 15 Marking Policy 15



ADMAT Year Group 2 Non-Negotiable Expectations	Key Concepts
<b>Writing</b> - Non-Negotiable	<ul style="list-style-type: none"> <li>• Write different kinds of sentence: statement, question, exclamation, command</li> <li>• Use expanded noun phrases to add description &amp; specification</li> <li>• Write using subordination (when, if, that, because) and co-ordination (or, and, but)</li> <li>• Correct &amp; consistent use of present tense &amp; past tense</li> <li>• Correct use of verb tenses</li> <li>• Write with correct &amp; consistent use of: <ul style="list-style-type: none"> <li>➢ capital letters</li> <li>➢ full stops</li> <li>➢ question marks</li> <li>➢ exclamation marks</li> </ul> </li> <li>• Use commas in a list</li> <li>• Use apostrophe to mark omission and singular possession in nouns</li> <li>• Write under headings</li> <li>• Write lower case letters correct size relative to one another</li> <li>• Show evidence of diagonal &amp; horizontal strokes to join</li> </ul>
<b>Unlocking learning through Oracy</b> - Non-Negotiable	<ul style="list-style-type: none"> <li>• Talk about topics that are of interest to them or which they enjoy</li> <li>• Ask questions to gain information and clarify meaning</li> <li>• Begin to develop and explain their ideas</li> <li>• Express themselves using complete sentences when required</li> <li>• Make more specific vocabulary choices, e.g. technical language</li> <li>• Usually listen carefully and respond appropriately</li> <li>• Take turns when talking in pairs or small groups</li> <li>• Begin to be aware that formal and informal situations require a different role and language</li> <li>• Offer appropriate comments in paired or small group discussion</li> <li>• Retell a familiar story using narrative language and linking words/phrases</li> <li>• Recount an event or experience in sentences using specifically chosen vocabulary</li> <li>• Perform a simple poem from memory</li> <li>• Hold the attention of listeners by adapting the way they talk</li> <li>• Begin to understand how to speak for different purposes and audiences</li> </ul>

ADMAT/ARE Year 2 Writing/Key Concepts (v2)	Pupil Name:  Class Teacher:	Term 1	Term 2	Term 3	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding																									
A/Grammar	B/Punctuation	C/Writing Process	D/Text Structure and Organisation	E/Writing Composition	F/ Spelling and Handwriting	G/				H/																					
A1. Use co-ordination (and, or, but) to write compound sentences	B1. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	C1. Plan and orally rehearse writing, including selecting vocabulary, phrases and sentences	D1. Develop cohesion by maintaining	E1. Write for a range purposes using: <ul style="list-style-type: none"><li>Simple features of text types</li><li>Appropriate vocabulary, detail and style</li></ul>	F1. Usually accurate spelling of simple mono syllabic and polysyllabic words including high frequency homophones																										
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3		EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4												
A2. Use subordination (when, if, that, because) to write complex sentences	B2. Use commas to separate items in a list	C2. Make simple revisions, additions and corrections to their own writing	D2. Organise writing into simple sections (e.g. using headings)					F2. Grapheme Phoneme Correspondence – See NC																							
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4								
A3. Expand noun phrases to add description and detail	B3. Use apostrophes to mark missing letters in contractions. To spell some words with contracted forms	C3. Demonstrate positive attitudes to writing and growing stamina					F3. Adding “ing”, “ed”, “er”, “est” to words ending in “y” Adding “es” to words ending in “y”																								
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4												
A4. Begin to write statements, questions, exclamations and commands appropriately	B4. Use apostrophes to show possession in singular nouns									F4. Apply knowledge of a wider range of suffixes in writing – ness, ful, ly, and less																					
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4												
A5. To use present and past tense mostly correctly and consistently	B5. Use spacing between words that reflects the size of the letters									F5. Begin to join letters. Using diagonal and horizontal strokes needs to join letters in some of their writing																					

																				EM	TI	EXP	EXC								
																				1	2	3	4								
																				<b>F6. Write capital letters, lower case letters and digits with correct size and orientation and relationship to one another and to lower case letters</b>											
																				EM	TI	EXP	EXC								
																				1	2	3	4								
																				<b>F7. To spell many common exception words</b>											
																				EM	TI	EXP	EXC								
																				1	2	3	4								

Rich Evidence – Guidance Year 2	Autumn Term (Terms 1+2)	Spring Term (Terms 3+4)	Summer Term (Terms 5+6)
Formative 	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing	Elicitation Tasks Literacy Books- Week Two Guided writing Week Three – Independent Writing Distance Writing (2x a half term minimum) Writing from Topic/ Cross Curricular writing Writing from other subject areas- e.g. Guided Reading Independent and choice Writing (e.g. Everyone Writes Sessions) Writing from Outdoor Experiences Writing from Role- Play Self- Initiated Writing
Summative 	‘Cold Task’ Writing (1x half term minimum)	‘Cold Task’ Writing (1x half term minimum)	‘Cold Task’ Writing (1x half term minimum)