



## Year 2 Writing Success Criteria

### Autumn Term

Skill from NC	Emerging	Developing	Secure
1. Can plan writing by talking about ideas and note taking.	Plans writing through talk when an adult or peer provides verbal prompts/questions/	Confidently talks about ideas for writing, explaining and adding details appropriately. Takes some notes in preparation for writing.	Is enthusiastic to talk about ideas for writing, talking in detail. Beginning to verbally rehearse sentences to check for meaning or to consider where improvements could be made. Independently makes note in preparation for writing.
2. Is able to write, review and improve their own writing.	When supported by an adult, reviews aspects of their own writing and follows feedback guidance to make improvements.	When told to read over and check their work, can do with independence. Can independently edit punctuation errors and attempts to make some improvements (e.g. vocabulary choices). Can also refer to a success criteria to support checking of work.	Independently checks their work without needing to be prompted. This might be at the end of a section or the end of a piece. Is in the habit of checking for mistakes and considering improvements.
3. Can compose individual sentences orally and then write them down.	Composes individual sentences orally. Requires support in recording.	Composes individual sentences orally and then records with independence.	Composes a number of linking sentences orally and independently records.
4. Uses capital letters and full stops to demarcate sentences in independent writing.	With scaffold or prompt, uses full stops and capital letters in closed writing tasks and activities.	Uses capital letters and full stops to demarcate sentences in independent writing. Some sentences may be long and require additional punctuation to mark clauses. However, majority correct.	Uses capital letters and full stops to demarcate sentences in independent writing. No errors and sentence lengths/structures are appropriate.
5. Uses question marks correctly.	Uses question marks in closed writing tasks and activities.	Uses question marks correctly in independent writing. Few errors.	Independently uses question marks in independent writing. Plans questions in writing for purpose/effect.



6. Statements, commands, exclamations are marked with exclamation marks.	In closed tasks and activities, statements, commands, exclamations are marked with exclamation marks.	In independent writing, statements, commands, exclamations are marked with exclamation marks.	In independent writing, statements, commands, exclamations are marked with exclamation marks. Pupil plans statements, commands or exclamations for effect.
7. Can write about personal experiences.	Can talk about personal experiences in preparation for writing. When prompted by an adult or when given a scaffold, can write about some of these.	Independently writes about personal experiences.	Confidently writes about personal experiences, adding extra details to increase interest in writing.
8. Uses key words to communicate ideas.	When words are give in a word bank or writing frame, uses them to communicate ideas.	Independently selects or remembers key words and uses them to communicate ideas.	Independently selects or remembers key words and uses them to communicate ideas. Beginning to experiment with more ambitious words alongside these to improve variety in writing.
9. Can write a short narrative that includes sequenced sentences.	Can use a story map to verbally rehearse sentences in a story. Some of these are sequenced. Can complete a writing scaffold to write a short narrative.	Can write a short narrative that includes sequenced sentences.	Length of narrative increasing as extra details are included. Sentences are sequenced through a rage of sequencing vocabulary.
10. Varies the ways sentences are opened.	When given a number of possible sentence openers, can begin sentences in different ways (using at least three different openers: A, The, Noun, Next, Later, After).	Independently varies the way sentences are opened, selecting an article, noun/pronoun or time sequencing vocabulary they have been taught.	Independently varies the way sentences are opened, selecting an article, noun/pronoun or time sequencing vocabulary they have been taught. Beginning to plan when each type of opener is to be used to avid repetition in writing.



<p>11. The purpose of writing can be identified through the appropriate features being included and used correctly.</p>	<p>When appropriate features are given or provide through a scaffold, they are used correctly.</p>	<p>Appropriate features are included and used correctly with independence. Through this, the purpose of writing can be identified.</p>	<p>Appropriate features are included and used correctly with independence. Through this, the purpose of writing can be identified. Pupil is beginning to experiment with additional features or more complex features they have come across in their reading.</p>
<p>12. Can write for a variety of purposes, using the correct features for each.</p>	<p>Can write for some different purposes after direct teaching. May require some prompt. Some features are used correctly.</p>	<p>Independently writes for a variety of taught purposes. Uses appropriate features they have been taught correctly and with independence.</p>	<p>Independently writes for a variety of taught purposes. Uses appropriate features correctly. Attempts to include additional features experienced in reading or tries to adapt some features to different purposes and context to improve effect.</p>
<p>13. Makes some attempts to adopt appropriate style when writing for a specific purpose.</p>	<p>Can orally rehearse in appropriate style. Applies this to writing when prompt or scaffold is provided.</p>	<p>Independently attempts to write in appropriate style for purpose after direct teaching.</p>	<p>Independently attempts to write in appropriate style for purpose. Applies to writing after a period of time has passed since direct teaching took place.</p>
<p>14. Can organise writing so that it is in line with its purpose.</p>	<p>Using a scaffold, organises writing for purpose.</p>	<p>Independently organises writing for purpose.</p>	<p>Independently organises writing for purpose. Can explain why different types of writing require different forms of organisation.</p>
<p>15. Uses adjectives to add detail</p>	<p>When adjectives have been rehearsed as a group, can add them to sentences in a closed task to add detail.</p>	<p>Independently, adds adjectives to independent writing to add detail.</p>	<p>Independently, adds well-chosen and ambitious adjectives to independent writing to add detail.</p>
<p>16. Uses nouns and pronouns for variety.</p>	<p>Orally rehearses interchanging pronouns and nouns for variety. Can use both in directed closed tasks to practice interchanging between two.</p>	<p>Independently interchanges between pronouns and nouns in independent writing. Is aware that using just one can become repetitive.</p>	<p>Automatically interchanges between nouns and pronouns in independent writing. Understands the importance of avoiding repetition. Can identify when it would be inappropriate to use a pronoun in place of a noun and explains this.</p>



17. Uses adverbs for extra detail.	Identifies adverbs. Can use in oral rehearsal of sentences. Can add to given sentences in closed tasks and activities.	Independently includes adverbs in independent writing to include extra detail.	Independently includes adverbs in writing across the curriculum. Is careful to use the most appropriate adverb for purpose and is trying to make ambitious selections.
18. New vocabulary is used.	When recently taught or discussed, uses new vocabulary in talking about writing/rehearsal.	Attempts to include new vocabulary in their writing.	Independently includes new vocabulary in their writing across the curriculum. Some selections are ambitious and therefore some errors might occur.
19. Capital letters are written at a correct size, i.e. they are larger than lower-case letters	Capital letters are usually larger than lower case.	Capital letters are of a consistent size and are larger than lower case.	Capital letters are of a consistent size and are larger than lower case. All letters are neatly and correctly formed.
20. Be able to make phonetically plausible attempts at words that have not yet been learnt.	With the support of an adult, sounds out phonetically plausible attempts at words they have not yet learnt.	In their writing, makes phonetically plausible attempts at words that have not yet been learnt.	In their writing, makes phonetically plausible attempts at words that have not yet been learnt. Attempts are increasingly accurate.
21. Has an awareness that there is not always an obvious connection between the way a word is said and spelt.	Has some awareness that there is not always a connection between the way a word is said and is spelt. Can discuss this with an adult but does not apply this to their written attempts.	Has an awareness that there is not always a connection between the ways a word is said and spelt. Can identify some words which are said differently to how they are spelt (what, when, why, which, where etc.)	Understands that there is not always a connection between the way a word is said and is spelt. This is evident in their independent writing. Can name some words which are spelt differently to how they are said when questioned.
22. Has an understanding of common homophones and can spell these correctly two, too, to, there, their.	Knows that some words sound the same but have different meanings. Knows they are called homophones. Does not yet apply this knowledge to their spelling.	Understands common homophones and spells these correctly in their independent work: two, too, to, there, their.	Understands common homophones and spells these correctly in their independent work: two, too, to, there, their.