

HfL Assessment Criteria for Phase A Steps 4/5/6 (based on curriculum expectations for Year 2)**Writing across a range of texts - Composition****Sentence structure and punctuation**

- punctuates single clause sentences and multi-clause sentences using co-ordinating conjunctions mostly accurately
- uses sentences with different forms: statement, question, exclamation, command
- expands sentences using co-ordination (using *or*, *and*, *but*) and subordination (using *when if*, *that*, *because*)
- uses expanded noun phrases to describe and specify *e.g. the blue butterfly*
- shows some variation in sentence openings (*not always opening with the subject*)
- uses appropriate adjectives and adverbs to give essential information *e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour'*
- uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- uses the present and past tenses mostly correctly and consistently including the progressive form (*past progressive: he was running; present progressive: he is running*)
- proof reads for spelling and punctuation errors

Text organisation

- plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
- describes characters and includes some dialogue (NB no expectation of speech punctuation)
- assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type
- writes simple information texts incorporating labelled pictures and diagrams
- selects appropriate words and phrases to describe details of first hand experiences and can justify their choices
- plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end plans or says out loud what they are going to write about
- re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language
- writes poems following a modelled style

Uses the grammatical terminology to discuss their own and other's writing: noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma. **Continues to use terminology from previous year groups.**

Effect on audience

- writes stories often based on personal experiences or using typical settings, characters and events
- writes familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest
- explores characters' feelings and situations in stories, using role play and oral rehearsal
- suggests viewpoint with brief comments or questions on actions or situations
- establishes basic purpose of a text (*e.g. main features of story, report*), uses some features of the given form maintaining consistency in purpose and tense
- chooses words carefully for effect in poetry, *e.g. uses alliteration*
- re-reads to check that their writing makes sense, and that tenses are consistent
- evaluates their writing with the teacher and other pupils

Writing across a range of texts - Transcription

Handwriting

- forms lower-case letters of the correct orientation and size relative to one another
- starts writing at the middle or top of letters and leaves the end ready to join later
- has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined
- writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- uses spacing between words that reflects the size of the letters

Spelling

- spells most words relating to the Y2 curriculum statements correctly, after independent proof-reading
- spells most words relating to the statements from previous year groups correctly, after independent proof-reading

Please refer to additional spelling guidance at the end of this document.

KS1 Interim Teacher Assessment Framework (2016) expectations:

- segments spoken words into phonemes and representing these by graphemes, spelling many correctly
- spells many common exception words correctly
- spells some words with contracted forms correctly
- adds suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly

Evidence of none or just a few of these skills – refer to A0/1/2/3 sheet	Entering (some of these aspects secure, or occasional evidence across most skills) = A3	Developing (many of these aspects secure, or more frequent evidence across most skills) = A4	Securing (most of these aspects secure most of the time) = A5	Deepening (almost all of these aspects secure) = A6	All aspects secure, now going 'broader and deeper' = A+
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Please refer to the introduction to this document for further guidance about making judgements for tracking progress.