

Steps 19 to 21		Writing: Planning and Assessment from National Curriculum Year 2			15 Statements	4 KPIs
Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.	
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2		
	Stars routinely required	12	24	36, including all underlined KPIs with 3 stars.		
For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.						

Transcription - Handwriting	★	★	★	Composition	★	★	★	
	B	P	E		B	P	E	
<ul style="list-style-type: none"> ❖ Form lower-case letters of the correct size relative to one another. ❖ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ❖ <u>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u> ❖ Use spacing between words that reflects the size of the letters. 				<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> ❖ writing narratives about personal experiences and those of others (real and fictional); ❖ writing about real events; ❖ writing poetry; ❖ <u>writing for different purposes.</u> <p><i>Consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> ❖ planning or saying out loud what they are going to write about; ❖ writing down ideas and/or key words, including new vocabulary; ❖ <u>encapsulating what they want to say, sentence by sentence.</u> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> ❖ evaluating their writing with the teacher and other pupils; ❖ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; ❖ <u>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</u> ❖ Read aloud what they have written with appropriate intonation to make the meaning clear. 				

★:B Beginning to

★ P Progressing

★ E Embedded