



# Y2 St Paul's RC Primary School Writing Profile



Name:		End of Y1 Teacher Assessment:		
<b>Non-negotiables for assessment at Y2:</b> <ul style="list-style-type: none"> <li>• Can form all letters correctly, although size and shape may be irregular</li> <li>• Spelling some common exception words from R/Y1 list</li> <li>• Demarcating some sentences with capital letters and full stops</li> </ul>				
	<b>Y2 Emerging (-)</b>		<b>Y2 Developing (=)</b>	<b>Y2 Expected/Secure (+)</b>
<b>Spelling</b>	Segments spoken words into phonemes, represented by graphemes, spelling some correctly		Spelling many common exception words Y1/2 Can use phonetically plausible strategies to spell longer words Adding suffixes to spell <b>some</b> words correctly (ment, ness, ful, less, ly, ed, ing)	Spells most common exception words correctly Y1/2 Securely uses a range of suffixes, spelling <b>most</b> correctly (ment, ness, ful, less, ly, ed, ing)
<b>Termin</b>	noun statement question conjunction	command adjective verb	noun phrase exclamation tense – past / present	compound words suffix apostrophe comma
<b>Gramm</b>	Using co-ordination (and / but) Beginning to use subordination (because)		Uses past and present tense correctly in most circumstances	
<b>Punctu</b>	Can write simple statements using a full stop Can demarcate questions with a question mark		Using commas in a list Can use ! for effect apostrophe for contraction	Beginning to use inverted commas to demarcate speech Can demarcate exclamations with ! apostrophe for possession singular form (girl's book)
<b>Handw</b>	Using spacing between words		Writes capital letters of the correct size in relation to one another and to lower case letters Can use accurate and consistent handwriting (size and form) in print at minimum	
<b>Composition/</b>	Can write questions. Starting to use dialogue in narrative Developing a positive attitude towards writing Communicates ideas and meaning confidently in a series of sentences, moving away from list-like writing Can match organisation to purpose Awareness of paragraphing Reads aloud what they have written to make the meaning clear		Can provide enough details to interest the reader eg <b>expanded noun phrases</b>  Can sustain a paragraph of writing with punctuation mainly accurate  Building stamina and consistency in writing  Plans by writing down ideas and key words including new vocabulary  Using the following sentence types, mostly demarcated correctly: <ul style="list-style-type: none"> <li>• statements</li> <li>• questions</li> <li>• exclamations</li> <li>• commands</li> </ul>	Using adverbs of manner (ly)  Starting sentences in different ways  Can use interesting and ambitious vocabulary  Produces a piece of sustained writing (wide-lined A4) with a range of sentence types, mostly punctuated correctly full-stop, exclamation, command and question)  Reads aloud what they have written with appropriate intonation
<b>Revi</b>	Re-reads to check their writing makes sense		Re-reads to check their writing makes sense eg verb tenses and missing words Reads aloud what they have written to make the meaning clear	Can proofread to check for errors in spelling, grammar and punctuation and can amend in some instances



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	List 7	List 8	List 9	List 10	List 11	List 12
<b>SPELLING</b>	<p>badge, edge, bridge, dodge, fudge. age, huge, change, charge, bulge, village. gem, giant, energy, magic, giraffe. jacket, jar, jog, join, adjust. race, ice, cell, city, fancy. knock, knee, know, gnat, gnaw.</p>	<p>cry, fly, dry, try, reply, July flies, tries, replies, copies, babies, carries copied, copier, happier, happiest, cried, replied hiking, hiked, hiker, nicer, nicest, shiny patting, patted, humming, hummed, dropping, dropped, sadder saddest, bigger, biggest, runner, runny</p>	<p>write, written, wrote, wrong, wrap table, apple, bottle, little, middle camel, tunnel, squirrel, travel, towel, tinsel metal, pedal, capital, hospital, animal pencil, fossil, nostril all, ball, call, walk, talk, always</p>	<p>key, donkey, monkey, chimney, valley want, watch, wander, quantity, squash word, work, worm, world, worth war, warm, towards television, treasure, usual bare, bear one, won sun, son to, too, two be, bee blue, blew</p>	<p>station, fiction, motion, national, section there, their, they're here, hear quite, quiet see, sea</p>	<p>Can't, won't, didn't, couldn't, it's, I'll the girl's, the boy's, Katie's, Ahmed's, the child's, the man's</p>



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	<p>Door, floor, poor, because, find, kind, mind, behind, child, children.</p>	<p>wild, climb, most, only, both, old, cold, gold, hold, told, every</p>	<p>everybody, even, great, break, steak, pretty, class, grass, pass, plant,</p>	<p>could, should, would, who, whole, any, many, clothes, busy, people</p>	<p>after, fast, last, past, father, bath, hour, move, prove, improve</p> <p>sure, sugar, eye, water, again, half, money, Mr, Mrs, parents</p> <p>Christmas, beautiful</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children</p> <p>wild, climb, most, only, both, old, cold, gold, hold, told, every</p> <p>everybody, even, great, break, steak, pretty, beautiful, after, fast</p> <p>last, past, father, class, grass, pass, plant, path, bath, hour, move</p> <p>prove, improve, sure, sugar, eye, could, should, would, who</p> <p>whole, any, many, clothes, busy, people, water, again, half</p> <p>money, Mr, Mrs, parents, Christmas</p>
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