

Writing Standards Moderation Grid: Year 2



2 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can write a few sentences that link together.					
W2	I can sometimes use capital letters and full stops correctly.					
W3	I can use my phonics to help me spell.					
W4	I can spell some common exception words.					
W5	I can correctly form my lowercase letters.					
W6	I can make my lowercase letters the right size compared to each other.					
W7	I can leave finger spaces between my words.					

2 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write stories about myself and others coherently.					
E2	I can write about real events clearly.					
E3a	I can often use capital letters and full stops correctly.					
E3b	I can use some question marks correctly.					
E4	I can use past and present tense correctly and consistently.					
E5a	I can use co-ordinating conjunctions (<i>e.g. or / and / but</i>).					
E5b	I can use subordinating conjunctions (<i>e.g. when, if, that, even though, because, until, since – WHITEBUS</i>)					
E6	I can use my phonics to help me spell most words correctly.					
E7	I can spell most common exception words.					
E8	All my letters and numbers are the correct size compared to each other.					
E9	I can leave correctly sized finger spaces between my words.					

2 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively and clearly for different purposes with clear structure and organisation, using a range of exciting word choices and correct grammar.					
G2	I can edit and improve my own writing.					
G3	I can punctuate my writing correctly using question marks, exclamation marks, full-stops, commas, apostrophes and some inverted commas for speech.					
G4	I can spell almost all common exception words.					
G5	I can spell most words with suffixes (<i>-ment, -ness, -ful, -less, -ly</i>).					
G6	I usually use neat, joined up handwriting.					