

Year 2 Teaching Moderation Framework for Writing (based on TAF)

	1	2	3	4	5	6
Working Towards – after discussion with the teacher						
Write sentences that are sequenced to form a short narrative						
Demarcate some sentences with a capital letter and full stop						
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making plausible attempts at others						
spell some common exception words*						
form lower-case letters in the correct direction, starting and finishing in the right place						
form lower-case letters of the correct size relative to one another in some of their writing						
use spacing between words.						
Working at– after discussion with the teacher						
write simple, coherent narratives about personal experiences and those of others (real or fictional)						
write about real events, recording these simply and clearly						
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
use present and past tense mostly correctly and consistently						
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
spell many common exception words*						
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
use spacing between words that reflects the size of the letters.						
*Use a capital letter for people, places, days of the week and the personal pronoun I						
*consider what I am going to write by planning/ writing ideas						
*make simple additions, revisions and corrections to writing by re-reading, proof-reading and evaluating.						
*spell more contracted forms						
*Learn the possessive apostrophe						
Working at Greater depth– after discussion with the teacher						
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
make simple additions, revisions and proof-reading corrections to their own writing						
use the punctuation taught at key stage 1 mostly correctly						
spell most common exception words*						
add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*						
use the diagonal and horizontal strokes needed to join some letters.						

*2014 NC statements