Year 2: Evidence Gathering Grid

Name:		Date/title/book:					Across the collection
The pupil can, after discussion with the teacher…							
COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)						
	EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)						
	EXS: Write about real events, recording these simply and clearly						
	GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing						
	GDS: Make simple additions, revisions and proof-reading corrections to their own writing. [From Y2 PoS: this is an expectation for all pupils.]						
GRAMMAR	**EXS: Use present and past tense mostly correctly and consistently** [From Y2 PoS: including use of the progressive form of verbs.]						
	EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses						
	From PoS: Add description and specification through the use of expanded noun phrase.						
	From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.						
PUNCTUATION	WTS: Demarcate some sentences with capital letters and full stops						
	EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required						
	GDS: Use the punctuation taught at key stage 1 mostly correctly						
TRANSCRIPTION	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others						
	EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others						
	WTS: Spell some common exception words						
	EXS: Spell many common exception words						
	GDS: Spell most common exception words						
	*GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)**						
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place						
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing						
	EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters						
	GDS: Use the diagonal and horizontal strokes needed to join some letters.						
	WTS: Use spacing between words.						
	EXS: Use spacing between words that reflects the size of the letters.						