

Y2 Exemplification Checklist

These checklists link to the 2016 National Curriculum Teacher Exemplification Assessments for Key Stage 1 in writing. They are split into:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Writing Assessment

Name:	Date:
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Working towards the expected standard:

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	
spelling some common exception words	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words	

Writing Assessment

Name:	Date:
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Working towards the expected standard:

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly	
spelling some common exception words	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words	

Writing Assessment

Name:	Date:
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Working at the expected standard:

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:	
demarcating most sentences with:	capital letters and full stops
and with some use of:	question marks
	exclamation marks
	statements
using sentences with different forms in their writing:	questions
	exclamations
	commands
using some expanded noun phrases to describe and specify	
using present and past tense mostly correctly and consistently	
using co-ordination (or / and / but)	
using some subordination (when / if / that / because)	
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
spelling many common exception words	
spelling some words with contracted forms	
adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly	
using the diagonal and horizontal strokes needed to join letters in some of their writing	
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	
using spacing between words that reflects the size of the letters.	

Writing Assessment

Name:	Date:
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Working at greater depth within the expected standard:

The pupil can write for different purposes, after discussion with the teacher:		
using the full range of punctuation taught at key stage 1 mostly correctly including:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns	
spelling most common exception words		
spelling most words with contracted forms		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		

Writing Assessment

Name:	Date:
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Working at greater depth within the expected standard:

The pupil can write for different purposes, after discussion with the teacher:		
using the full range of punctuation taught at key stage 1 mostly correctly including:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns	
spelling most common exception words		
spelling most words with contracted forms		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		