

Year 2 Expectation / Standard 2

N.B. The former National Curriculum Level 2C has been removed from Standard 2 and inserted in Standard 1. 2-E is, therefore, higher in attainment than the previous NC Level 2C. Standard 2 is the expectation for mainstream primary children **by the end of Year 2** and many should be working within Standard 3.

Essential entry level to Standard 2 (Year 1 Expectation Progress Descriptor): Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language / must not be a retell).

Listed in an approximate hierarchy:

1	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).	
2	Can control use of ascenders/descenders and upper/lower case letters in handwriting.	
3	Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).	
5	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).	
6	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
7	Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).	
8	Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).	
9	Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)	
10	Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.	
11	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence – tick the criteria).	
12	Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).	
13	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's dog...', 'The cat's bowl...'	
14	Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).	
15	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).	
16	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').	
17	Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).	
18	Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).	
19	Begins to show evidence of joining handwriting.	
20	Uses past and present tenses correctly.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: 2-E = 6 - 9 | **2-S** = 10 - 15 | **2-A** = 16 - 20 | **2-AP** = 17 - 20

If entry to Year 3 is not met, then the judgment is 2-A. A pupil in KS1 working within secure Standard 3 or above is said to be 'Key Stage 1 Mastery'