

Y2 Exemplification Checklists

– I Can Statements

These checklists link to the 2018/19 National Curriculum Teacher Assessment Framework 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:

After discussion with my teacher...

I can write sentences to create a short piece of writing about something that has happened to me or somebody I know.	
I can write sentences to create a short piece of writing about an imaginary character.	
I can use capital letters and full stops in some of my sentences.	
I can split words up into sounds to help me to spell (and sometimes get those spellings correct).	
<p>I can spell some of these words correctly:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	
I can write all of my lower-case letters in the correct place and the right way round.	
I can write sensibly sized lower-case letters.	
I can use sensibly sized finger spaces.	

Writing Assessment

Name:	Date:
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Working at the expected standard:

After discussion with my teacher...

I can write a short piece of clear and sequenced writing about something that has happened to me or somebody I know.	
I can a short piece of clear and sequenced writing about an imaginary character.	
I can use full stops and capital letters in most of my sentences.	
I can use question marks in most of my question sentences.	
I can write in the present tense, e.g. I am on my way to the seaside. It is a beautiful day.	
I can write in the past tense, e.g. Yesterday, Keisha went to the dentist. She got a sticker for being brave.	
I can use the words 'or', 'and' and 'but to link parts of my sentences, e.g. I really want a pet cat but my mum won't let me have one.	
I can use the words 'when', 'if', 'that' and 'because' to link parts of my sentences, e.g. I am allowed to buy an ice-cream if I eat all of my dinner.	
I can split words up into sounds to help me to spell (and mostly get those spellings correct).	
I can spell many of these words correctly: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	
I can write capital letters and numbers that are the correct size and the correct way round.	
I can use sensibly sized finger spaces.	

Writing Assessment

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

After discussion with my teacher...

I can use the full range of punctuation taught at key stage 1 mostly correctly including:	commas to separate items in a list (e.g. I went to the shop and bought some apples, a loaf of bread, a cake and some milk.)	
	apostrophes to mark contractions (e.g. won't) and singular possession (e.g. John's hat)	
I can read through my own writing to correct mistakes and make improvements.		
<p>I can spell most of these words correctly:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>		
I can add the suffixes -ment, -ness, -ful, -less or -ly to root words correctly most of the time, e.g. enjoyment, happiness, beautiful, senseless, busily.		
I can add the diagonal and horizontal flicks to my letters that will start to join my handwriting.		