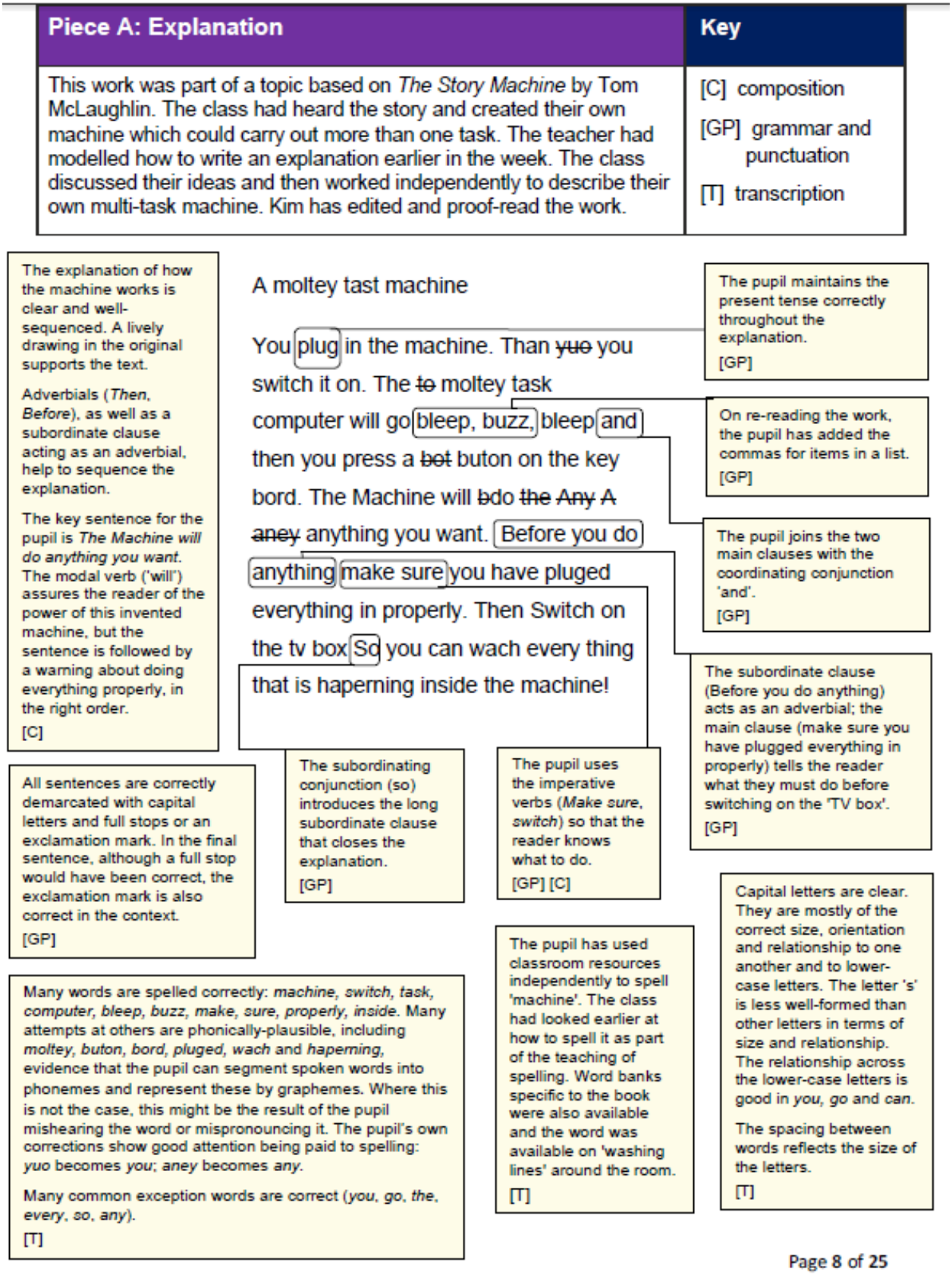
Year 2 Writing – Working at the expected standard

Below are examples of writing that achieves the expected standard for Year Two. There are three samples of writing shared here, in total six pieces would be formally assessed.

Example 1



Piece A: Explanation	Key
This work was part of a topic based on *The Story Machine* by Tom McLaughlin. The class had heard the story and created their own machine which could carry out more than one task. The teacher had modelled how to write an explanation earlier in the week. The class discussed their ideas and then worked independently to describe their own multi-task machine. Kim has edited and proof-read the work.	[C] composition [GP] grammar and punctuation [T] transcription

The explanation of how the machine works is clear and well-sequenced. A lively drawing in the original supports the text.

Adverbials (*Then, Before*), as well as a subordinate clause acting as an adverbial, help to sequence the explanation.

The key sentence for the pupil is *The Machine will do anything you want.* The modal verb ('will') assures the reader of the power of this invented machine, but the sentence is followed by a warning about doing everything properly, in the right order.

[C]

A moltey tast machine

You plug in the machine. Than ~~yuo~~ you switch it on. The ~~to~~ moltey task computer will go bleep, buzz, bleep and then you press a ~~bot~~ buton on the key bord. The Machine will ~~bdo~~ ~~the~~ ~~Any~~ ~~A~~ ~~aney~~ anything you want. Before you do anything make sure you have pluged everything in properly. Then Switch on the tv box So you can wach every thing that is haperning inside the machine!

The pupil maintains the present tense correctly throughout the explanation.

[GP]

On re-reading the work, the pupil has added the commas for items in a list.

[GP]

The pupil joins the two main clauses with the coordinating conjunction 'and'.

[GP]

The subordinate clause (Before you do anything) acts as an adverbial; the main clause (make sure you have plugged everything in properly) tells the reader what they must do before switching on the 'TV box'.

[GP]

All sentences are correctly demarcated with capital letters and full stops or an exclamation mark. In the final sentence, although a full stop would have been correct, the exclamation mark is also correct in the context.

[GP]

The subordinating conjunction (so) introduces the long subordinate clause that closes the explanation.

[GP]

The pupil uses the imperative verbs (*Make sure, switch*) so that the reader knows what to do.

[GP] [C]

Many words are spelled correctly: *machine, switch, task, computer, bleep, buzz, make, sure, properly, inside.* Many attempts at others are phonically-plausible, including *moltey, buton, bord, pluged, wach* and *haperning,* evidence that the pupil can segment spoken words into phonemes and represent these by graphemes. Where this is not the case, this might be the result of the pupil mishearing the word or mispronouncing it. The pupil's own corrections show good attention being paid to spelling: *yuo* becomes *you*; *aney* becomes *any*.

Many common exception words are correct (*you, go, the, every, so, any*).

[T]

The pupil has used classroom resources independently to spell 'machine'. The class had looked earlier at how to spell it as part of the teaching of spelling. Word banks specific to the book were also available and the word was available on 'washing lines' around the room.

[T]

Capital letters are clear. They are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The letter 's' is less well-formed than other letters in terms of size and relationship. The relationship across the lower-case letters is good in *you, go* and *can*.

The spacing between words reflects the size of the letters.

[T]

Example 2

Piece F: Information	Key
This was part of a topic on the Great Fire of London and based around the book *Tell me a Dragon* by Jackie Morris. This was based on an oral report and followed on from the dragon description (Piece E). The pupils had been asked to focus on the opening and closing paragraphs. Kim edited this piece independently before producing this final version.	[C] composition [GP] grammar and punctuation [T] transcription

This piece reflects very successfully the tone and content of a 'Missing' poster asking for information.

The first line is not a complete sentence – there is no main verb – but it is exactly what is needed to open the piece. Other features are consistent with the tone and content, such as 'If seen, then…' and 'Please report on…', with the implied pronoun 'it'.

The verbs chosen are correct and consistent throughout the piece, including the present tense for description ('*He has a silver tummy*', '*Its claws are silver*') and the use of a modal verb '*It will breathe fire at you*'.

The telephone number and the reward offered add convincing details, as do the description of the dragon and the extra information about the distinctive features – the silver claws – at the end.

[C]

Missing one dragon

Last seen flying out of forest school on monday night. He has a silver tummy, blue body and black feet. It will breath fire at you and eat you up! If seen then please report on: 069 30666 1300 999 013. If seen and not reported you will be locked in jail for three years! You will be Rewarded £900 or 309306 bucks if yo report. Whatever you do do not shoot it! its claws are silver so it is easy tobeseen.

The three expanded noun phrases work very effectively to highlight specific features of the dragon.

[C]

Use of comma to separate items in the list.

[GP]

The passive verb is well chosen, adding an official tone.

[C]

The passive form of the verb here is also well-chosen and entirely consistent with the semi-formal tone of the 'Missing' poster.

[C]

The subordinate clause starting with the conjunction 'Whatever' alerts the reader to important information in the main clause that follows: '*... do not shoot it!*'

[C]

This subordinate clause, beginning with 'so', shows the pupil trying to construct a challenging multi-clause sentence: either '… so it is easy to see it' or '… so it is easily seen'.

[GP]

Many words are spelled correctly: *flying, forest, Monday* (but without a capital), *night, silver, tummy, blue, body, reported, rewarded, whatever, easy, claws*. The mis-spelling of *yo* for 'you' in the penultimate line seem to be a slip rather than an error, which the pupil should be able to identify in proof-reading.

Spelling 'breathe' as *breath*, as in Piece D, shows the pupil actively thinking about this word. The spelling is phonically-plausible, indicating that they can segment spoken words into phonemes and represent these by graphemes.

The common exception words are correct here, including *school* from year 1.

[T]

Capital letters are clearly distinguished from lower-case letters. Two capitals are incorrect: missing in 'Monday' and incorrectly inserted in 'Rewarded'.

The lower-case letters are mostly of the correct size and are related to one another. Their orientation is correct. The digits in the reward relate to the lower-case letters; this is less the case in the telephone number.

The spacing between words reflects the size of the letters very well.

[T]

All the sentences are correctly demarcated with either full-stops or exclamation marks. Except for the final one, all of them start with a capital letter.

[GP]

Example 3

Piece C: Narrative	Key
This was part of a topic based on *The Story Machine* by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.	[C] composition [GP] grammar and punctuation [T] transcription

This narrative begins with the imperative *'Meet Fred'*, reflecting 'Meet Elliott' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly; they contribute effectively to the coherence of the narrative: *One day; Just then…; First…; Soon…; Suddenly… From that day on…*

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer 'said Dell': *'Whatever does that mean? Thought Fred'*. In both cases, the end punctuation is correct.
[C]

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad. GO Into ThE Attic! said his mum. And so he did. Fred whent into the attic. ~~it~~ It was really darck in the attic and there were verry deep holes in the foor. Just then some thing caught his eye. ~~it~~ It was some boxes ontop of each other. One was long ~~ane~~ one was fat and ~~the~~ the other was a silver case. Fred ~~toat tooc toock~~ took them all down stais. ~~f~~First he opened the silver one which had wires in it. ~~soon~~ Soon he had opened all of them.

Fred put all the parts together. it made a computer. Sudenly he ~~hottoct~~ spotted a white box ~~whith~~ wit 3 pins. ~~it~~ It was a plug Fred pluged in the plug. ~~J~~The computer said DEll. Whatever does that mean? Thought Fred. He made

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: *'Meet Fred'*.
[GP] [C]

The coordinating conjunction 'and' joins the two main clauses.
[GP]

The coordinating conjunction 'and' joins the third main clause to the other two.
[GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described.
[GP]

The digit 3 is the correct size in relation to the lower-case letters.
[T]

jumpers, bread and bufor he had finish writeing every thing ~~do~~ down that the machine went boom. Fred was sad. ~~so~~ So he went to the gararge got some tools and put it back together. From that day on Fred used his machine everyday ~~knitting to kint his school~~ to knit his school jumper.

Despite the re-reading and editing, this sentence possibly does not reflect what the pupil was trying to say: 'He made jumpers, bread and [noun omitted?] but, before he had finished writing everything down that he could do, the machine went boom.' Nevertheless, this shows a very promising attempt at a complex multi-clause sentence that includes a subordinate clause (*...bufor he had finish writeing every thing down...*).

[GP]

The pupil uses the past perfect tense here to signal the interruption when the machine goes 'Boom'.

[GP] [C]

Virtually all sentences are correctly demarcated with capital letters and full stops. The question mark and the exclamation mark are both correct.

[GP]

Many words are spelled correctly: *meet, things, really, attic, holes, caught, computer, spotted, white, silver, case, opened, used, machine, thought, tools, together*; attempts at others are phonically-plausible, including *verry, darck, sudenly* and *gararge*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes.

Many common exception words from year 1 and year 2 are correct (*said, his, was, some, one, there, school, eye, love/s*). The year 2 common exception word 'floor' is not correct. The writing and the pupil's own corrections to it show them learning to distinguish between words that start with 'wh' and 'w' (e.g. *whent, whith*).

[T]

Capital letters are mostly of the correct size, orientation and relationship to one another and to lower-case letters. Importantly, this handwriting is well-formed. The relationship across the lower-case letters is excellent in *loves, mum, was, some, put, all.*

The diagonal and horizontal strokes needed to join some letters are very clear. To add emphasis, the pupil seems to have deliberately chosen not to join the letters where Fred's mum shouts, *'Go Into ThE Attic!'*

The spacing between words reflects the size of the letters.

[T]