

RISING STARS
ASSESSMENT

Progression
Frameworks

FOR
ENGLISH
YEAR 2

Developed in Association with



CORNWALL
LEARNING

Introduction

The Progression Framework for English comprises two separate domains:

- Reading, which is then presented in the following 'dimensions':
 - ◆ Word reading
 - ◆ Comprehension
- Writing, which is then presented in the following 'dimensions':
 - ◆ Transcription (spelling and handwriting)
 - ◆ Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices)

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:

- ◆ Year 1
- ◆ Year 2
- ◆ Year 4 (includes learning in Year 3)
- ◆ Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the 'What to look for' guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

See the separate document 'About the Progression Framework for English' for more detailed information.

Rising Stars Progression Framework for English, Year 2

Domain: Reading ¹						
Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Word Reading	a) Range of Reading	2.1.a.1 Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Y	Pupil can read slowly, decoding is laboured but mostly accurate.	Pupil can read fluently, decoding is secure: e.g. <i>Pupil can, without undue hesitation, read text at Phase 6 L&S or bookband level white or equivalent.</i>	Pupil can read fluently, decoding is automatic and accurate.
		2.1.a.2 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	Y	Pupil can slowly blend alternative sounds for graphemes.	Pupil can automatically and accurately blend alternative sounds for graphemes: e.g. <i>know alternative phonemes for /er/: ir as in girl, ur as in turn</i> (see Appendix 1 pgs 45–47).	Pupil can accurately, automatically and without undue hesitation blend alternative sounds for graphemes.
		2.1.a.3 Read accurately words of two or more syllables that contain the same graphemes as above	Y	Pupil can, with support, identify syllables within a word containing alternative sounds for graphemes. They can sometimes read these separately before they combine them to read a word.	Pupil can, accurately, identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word: e.g. <i>unicorn, gingerbread, handkerchief.</i>	Pupil can accurately and rapidly read multi-syllabic words containing alternative sounds for graphemes.
		2.1.a.4 Read words containing common suffixes	N	Pupil can read words with some common suffixes: e.g. <i>started, eating, foxes.</i>	Pupil can read words with almost all common suffixes: e.g. <i>enjoyment, sadness, careful, hopeless, badly.</i>	Pupil can quickly and accurately read words with all common suffixes.

¹ All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

Rising Stars Progression Framework for English, Year 2

Domain: Reading							
Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)	
1) Word Reading	a) Range of Reading	2.1.a.5 Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	Y	Pupil can read some common exception words, sometimes noting unusual correspondences.	Pupil can read almost all common exception words noting unusual correspondences: e.g. <i>mind, pretty, prove, would, whole</i> (see Appendix 1: Spelling pg 59).	Pupil can quickly and accurately read all common exception words, noting unusual correspondences.	
		2.1.a.6 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Y	Pupil can read most familiar words slowly, with some accuracy, but still needs to sound and blend overtly.	Pupil can read most familiar words without undue hesitation and without overt sounding and blending.	Pupil can read almost all familiar words without undue hesitation and without overt sounding and blending.	
		2.1.a.7 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Y	Assessments will be made through 2.1.a.1 to 2.1.a.6			
		2.1.a.8 Re-read these books to build up their fluency and confidence in word reading	N				

Rising Stars Progression Framework for English, Year 2

Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension ²	a) Range of Reading	2.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Y	Pupil can listen to and, with support, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Pupil can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	Pupil can listen to, discuss and express views, justifying opinions about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	b) Familiarity with Texts	2.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Y	Pupil can, with support, recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.	Pupil can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.	Pupil can independently and accurately recount the main events across a wide range of age-appropriate stories, fairy stories and traditional tales in order and with detail.

² **Note for references to 'age-appropriate' texts:** The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

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Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	b) Familiarity with Texts	2.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising simple recurring literary language in stories and poetry	N	Pupil can recognise some simple recurring literary language in stories and poetry: e.g. <i>knows that 'Once upon a time' and 'They all lived happily ever after' mark story beginnings and endings.</i>	Pupil can usually recognise simple recurring literary language in stories and poetry: e.g. <i>'I'll huff and I'll puff, question and answer patterns in poems, refrains.</i>	Pupil can almost always recognise simple recurring literary language in stories and poetry: e.g. <i>identifying rhyming words and alliteration in poetry.</i>
	c) Poetry & Performance	2.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	N	Pupil can recall a limited repertoire of poems (less than 5) and can recite parts of some poems, with some intonation to make the meaning clear.	Pupil has repertoire of poems (approx. 10) and can recite some, with intonation to make the meaning clear.	Pupil can recall a repertoire of poems (at least 10, including some which are self-chosen) and can recite some of these with intonation to make the meaning clear.
	d) Word Meanings	2.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing and clarifying the meanings of words, linking new meanings to known vocabulary	N	Pupil can, with support, discuss and clarify meanings of words, sometimes linking new meanings to known vocabulary: e.g. <i>recognising the word happy inside the word unhappily and deducing the meaning from knowledge of root word and affixes.</i>	Pupil can discuss and clarify meanings of words usually linking new meanings to known vocabulary: e.g. <i>painkiller, blackberry, invisible.</i>	Pupil can discuss and clarify meanings of words, almost always linking meanings to known vocabulary: e.g. <i>marketplace, unfortunately.</i>

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2) Comprehension	e) Understanding	2.2.e.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing the sequence of events in books and how items of information are related	N	Pupil can, with support, discuss the order of events in books and can sometimes explain how items of information are related.	Pupil can usually discuss the order of events in books and explain how items of information are related.	Pupil can almost always discuss the order of events in books and explain how items of information are related.
		2.2.e.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher	N	Pupil can demonstrate their understanding by sometimes, when prompted, drawing on what they already know or on background information and vocabulary provided by the teacher.	Pupil can demonstrate their understanding by drawing unprompted on what they already know or on background information and vocabulary provided by the teacher.	Pupil can demonstrate their understanding by confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.
		2.2.e.3 Understand both the books that they can already read accurately and fluently and those that they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading	Y	Pupil can sometimes recognise when their reading does not make sense and self-correct.	Pupil can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct: e.g. <i>child reads 'Hansel let the crumbs drop from his hands to make a tail ...' self-corrects 'tail' to 'trail'.</i>	Pupil can almost always recognise when their reading does not make sense and self-correct without undue hesitation.

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2) Comprehension	f) Inference	2.2.f.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: making inferences on the basis of what is being said and done	Y	Pupil can, with support, draw simple inferences based on what is being said and done: e.g. <i>Sophie must love animals a lot because she has a cat and a rabbit and a dog and wants to get a pony, too!</i>	Pupil can usually draw inferences based on what is being said and done: e.g. <i>Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony!</i>	Pupil can almost always draw inferences based on what is being said and done: e.g. <i>The riding lessons are expensive but Aunt Al promised so I think she will pay. Sophie will learn quickly because she is determined and we know she isn't frightened because she got straight back on after she fell off in Cornwall.</i>
		2.2.f.2 Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions	N	Pupil can sometimes modify their inferences by answering and ask questions.	Pupil can usually modify their inferences by answering and asking questions.	Pupil can almost always modify inferences by answering and asking questions.
	g) Prediction	2.2.g.1 Understand both the books that they can already read accurately and fluently and those that they listen to by: predicting what might happen on the basis of what has been read so far	Y	Pupil can, with support, make suggestions about what will happen next in the story based on what has happened so far: e.g. <i>I think Dawn won't like it at the farm because she hates being mucky.</i>	Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. <i>I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school.</i>	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: e.g. <i>Duncan is definitely going to be sick because he's been eating sweets and chocolate biscuits on the coach. The author says he goes a pale green colour and that means he's feeling bad. Poor Dawn is sitting next to him, so I think she's going to be sicked up on!</i>

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Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	h) Authorial Intent	2.2.h.1 Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words and phrases	N	Pupil can say some words and phrases they like and begin to say why.	Pupil can discuss their favourite words and phrases and give reasons for their choice: e.g. <i>'I like the word 'magical' because it means the story might have spells and wizards in it!'</i>	Pupil can discuss their favourite words and phrases justifying their choice.
	i) Non Fiction	2.2.i.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways	N	Pupil can distinguish non-fiction books from other genres, they are beginning to identify some key features to help them locate and understand information: e.g. <i>facts, photographs, diagrams, labels.</i>	Pupil can explain how non-fiction books are used, they can independently identify key features and use these to help them find information: e.g. <i>facts, photographs, diagrams, labels, index, heading.</i>	Pupil can explain the purpose of non-fiction books and how they are different from fiction books. They can quickly and independently identify key features and use these to help them find and understand information: e.g. <i>facts, photographs, diagrams, labels, index, heading and sub-heading, glossary.</i>

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Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	j) Discussing Reading	2.2.j.1 Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	N	Pupil can sometimes contribute ideas to discussion; with prompts remembers significant events/key information and, with support, follow rules for effective discussion in groups of 3–4.	Pupil can contribute ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support working in a group of 4–6: e.g. <i>able to comment on preferences and offer plausible reasons for these.</i>	Pupil confidently contributes a number of ideas to discussion, drawing on all the significant events and most of the key information. They almost always follow the agreed class rules for effective discussion, working confidently in a group of up to 6.
		2.2.j.2 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	N	Pupil can sometimes explain and discuss their understanding of what they have read, acted out or listened to.	Pupil can explain and discuss their understanding of what has been read, acted out or listened to: e.g. <i>'The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe'.</i>	Pupil can confidently and accurately explain and discuss their understanding of what they have read, acted out or listened to, justifying their ideas and arguments.

Rising Stars Progression Framework for English, Year 2

Domain: Writing^{3,4}

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	a) Phonic & Whole Word Spelling	2.1.a.1 Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Y	Pupil can sometimes spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are often phonically plausible.	Pupil can usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible: e.g. <i>yestirday</i> , <i>exsighting</i> , <i>speshall</i> .	Pupil can spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are almost always phonically plausible and increasingly correct.
		2.1.a.2 Spell by: learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Y	Pupil can, with support, spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupils can distinguish between, and sometimes spell, common homophones.	Pupil can usually spell single-syllable and multi-syllabic words containing new spellings of known phonemes: e.g. <i>race</i> , <i>ice</i> , <i>knock</i> , <i>gnat</i> , <i>typewriter</i> , <i>margarine</i> , <i>muckspreader</i> (see Appendix 1 pg 45). Pupil can distinguish between and usually correctly spell common homophones, e.g. <i>some/sum</i> , <i>blew/blue</i> , <i>knight/night</i> .	Pupil can spell single-syllable and multi-syllabic words containing new spellings of known phonemes. Pupil can distinguish between, and almost always correctly spell, common homophones.
		2.1.a.3 Spell by: learning to spell common exception words	N	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. <i>door</i> , <i>because</i> , <i>sugar</i> , <i>people</i> (see Appendix 1 pg 48 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.

³ All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

⁴ Pupils should continue to be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64–66):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	a) Phonic & Whole Word Spelling	2.1.a.4 Spell by: distinguishing between homophones and near-homophones	N	Pupil can, with support, distinguish between and sometimes correctly spell homophones and near-homophones.	Pupil can usually distinguish between, and correctly spell, homophones and near-homophones: e.g. <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear</i> (see Appendix 1 pg 48).	Pupil can consistently and confidently distinguish between and almost always correctly spell homophones and near-homophones.
	b) Other Word Building Spelling	2.1.b.1 Spell by: learning the possessive apostrophe (singular): e.g. <i>the girl's book</i>	N	Pupil can, with support, place the possessive apostrophe accurately in words with singular nouns.	Pupil can usually place the possessive apostrophe accurately in singular nouns: e.g. <i>Megan's, Ravi's, the girl's, the child's, the man's</i> (see Appendix 1, pg 47).	Pupil can consistently and confidently place the possessive apostrophe accurately in words with singular nouns.
		2.1.b.2 Spell by: learning to spell more words with contracted forms	N	Pupil can, with support, place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.	Pupil can usually place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full: e.g. <i>can't – cannot, didn't – did not, hasn't – has not, couldn't – could not, it's – it is. I'll – I will</i> (see Appendix 1 pg 47).	Pupil can consistently and confidently place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	b) Other Word Building Spelling	2.1.b.3 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <KPI uses the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs>	Y	Pupil can, with support, apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant: e.g. <i>enjoyment, sadness, playful, hopeless, sadly.</i>	Pupil can usually correctly apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant (see left) and to exception words ending in -y: e.g. <i>merriment, happiness, plentiful, penniless, happily</i> (see Appendix 1, pg 47).	Pupil can correctly and consistently apply the suffixes -ment, -ness, -ful, -less, -ly to root words ending in a consonant and to exception words ending in -y.
1) Writing – transcription	c) Transcription	2.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	N	Pupil can remember and write a dictated sentence, applying phonic knowledge and taught punctuation with some accuracy.	Pupil can usually remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. <i>The farmer had eight sheep, two dogs and four children.</i>	Pupil can consistently and confidently remember and write a dictated sentence, applying phonic knowledge and punctuation accurately.
	d) Handwriting	2.1.d.1 Form lower-case letters of the correct size relative to one another	N	Pupil can correctly form some lower-case letters as outlined in the school's handwriting policy, showing some control over their size.	Pupil can correctly form most lower-case letters as outlined in the school's handwriting policy, showing some consistency and control over their size. Presentation is neat.	Pupil can form almost all lower-case letters correctly as outlined in the school's handwriting policy, with consistent control over their size. Presentation is almost always neat.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	d) Handwriting	2.1.d.2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	N	Pupil can, with support, sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join some letters in accordance with the school's writing policy.	Pupil can sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy.	Pupil can consistently and confidently sit correctly at a table, hold a pencil with correct grip and correctly form and begin to join most letters in accordance with the school's writing policy.
		2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Y	Pupil can form some capital letters, digits and lower-case letters showing some control over the orientation and size.	Pupil can form most capital letters, digits and lower-case letters showing good control over the orientation and size.	Pupil can form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size.
		2.1.d.4 Use spacing between words that reflects the size of the letters	N	Pupil can sometimes leave appropriately sized spaces between words.	Pupil can usually leave appropriately sized spaces between words: e.g. <i>knows to leave room for own lower-case letter a between words.</i>	Pupil can consistently leave appropriately sized spaces between words.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	a) Contexts for Writing	2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)	N	Pupil can attempt to write a simple narrative about personal experiences with some features of the given form used.	Pupil can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including progressive forms of verbs: e.g. <i>It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...</i>	Pupil can write a longer narrative about personal experiences and that of others sustaining the clear and appropriate features of the given form.
		2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events	N	Pupil can attempt to write about real events with some features of the given form used.	Pupil can write about real events sustaining sufficient features of the given form: e.g. <i>correct choice of, and consistent use of, present/past tense including progressive forms of verbs.</i>	Pupil can write a longer text about real events using the clear and appropriate features of the given form.
		2.2.a.3 Develop positive attitudes towards and stamina for writing by: writing poetry	N	Pupil can, with support, show characteristics of chosen form based on the structure of known poems.	Pupil can organise writing to reflect the chosen form, some basic layout conventions are used with a variety of words chosen for effect based on the structure of known poems: e.g. <i>write in four-line stanzas, selecting some rhyming words.</i>	Pupil confidently and consistently uses appropriate structure and language of the chosen form.
		2.2.a.4 Develop positive attitudes towards and stamina for writing by: writing for different purposes	Y		Pupil can, with support, write simple narratives, simple poems and simple recounts of real events; writing stamina is developing.	Pupil can write simple narratives, simple poems and simple recounts of real events for different purposes; some evidence of writing stamina.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	b) Planning and Drafting Writing	2.2.b.1 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	N	Pupil can, with support, say or record in writing or pictorially their ideas for writing.	Pupil can usually say or record in writing or pictorially their ideas for writing: e.g. <i>draw or explain a simple story map or story plan.</i>	Pupil can almost always say or record in writing or pictorially their ideas for writing.
		2.2.b.2 Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence	Y	Pupil can, with some support, compose and orally rehearse what they want to say, sentence by sentence.	Pupil can usually compose and orally rehearse what they want to say, sentence by sentence: e.g. <i>compose sentence orally and use phonic knowledge to segment to spell words, write letters/words using agreed handwriting style.</i>	Pupil can consistently encapsulate what they want to say, sentence by sentence.
		2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary	N	Pupil can, with support, write down some ideas, key words and new vocabulary and use them to improve their own writing.	Pupil can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing: e.g. <i>on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing.</i>	Pupil can confidently write down some ideas, key words and new vocabulary and enthusiastically seek more to use to improve own writing.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing ⁵	2.2.c.1 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils	N	Pupil can, with the teacher, reflect on what they have written, making some suggestions for improvement.	Pupil can, with the teacher and making reference to success criteria, reflect on what they have written, making suggestions for improvement: e.g. <i>after reading through the success criteria again with the teacher, pupil realises that they did not number their instructional sentences. They amend this by rechecking the order and adding numerals.</i>	Pupil can independently reflect on what they have written, making suggestions for improvement linked to success criteria.
		2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	N	With support, pupil can reread their writing to check it makes sense, making some suggestions on how to correct errors.	Pupil can reread their writing to check it makes sense and knows how to correct errors in the use of verbs, including in the continuous form: e.g. <i>pupil originally writes 'I sitted under the tree and eated my sandwich at lunchtime.' After checking, pupil amends 'sitting' to sat, 'eated' to ate.</i>	Pupil can consistently and confidently reread their writing to check it makes sense and knows how to correct errors in the use of verbs to indicate time, including in the continuous form.

⁵ The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing	2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	Y	With support, pupil can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items.	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught grammar, spelling patterns and punctuation items: e.g. <i>That's an exclamation because she's shouting for help so you need to use an exclamation mark instead of a full stop; I forgot to double the p of stop when I added -ing to make stopping, so I'll correct that; You wrote 'The wave knocked her over,' so that must have been a big strong wave! You could improve it by writing 'The huge, rushing wave knocked her over.'</i>	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
	d) Performing Writing	2.2.d.1 Read aloud what they have written with appropriate intonation to make the meaning clear	N	Pupil can, with support, read their writing aloud with some expression to make the meaning clear.	Pupil can read their writing aloud with expression to make the meaning clear.	Pupil can consistently and confidently read their writing aloud with expression to make the meaning clear to all.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	a) Vocabulary	2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. <i>the blue butterfly</i>	N	Pupil can sometimes use expanded noun phrases to describe and specify.	Pupil can usually use expanded noun phrases to describe and specify: e.g. <i>the blue butterfly, plain flour, the man on the moon.</i>	Pupil can consistently use expanded noun phrases to describe and specify.
	b) Grammar	2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Y	Pupil can, with support, use subordination.	Pupil can, with some consistency, correctly use subordination and coordination: e.g. <i>You need to pack your coat because it is going to rain later. Remember to take your packed lunch and don't forget your bookbag.</i>	Pupil can confidently and consistently use subordination and coordination.
		2.3.b.2 Learn how to use: sentences with different forms: statement, question, exclamation, command	N	Pupil can sometimes structure statements, questions, exclamation sentences and commands.	Pupil can correctly structure statements, questions, exclamation sentences and commands: e.g. <i>The colourful butterfly flew from flower to flower; Where do clouds come from?; Beware...whirlwinds can kill!; Sift the flour and mix into the other ingredients.</i>	Pupil can confidently and consistently correctly structure statements, questions, exclamation sentences and commands.
		2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form	Y	Pupil can, with support, and with some inconsistency make the correct choice in use of present and past tense.	Pupil can consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense: e.g. <i>Pupil writes 'She is drumming, she drummed, she was drumming.'</i>	Pupil can confidently and consistently make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense.

Rising Stars Progression Framework for English, Year 2

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing - vocabulary, grammar and punctuation	b) Grammar	2.3.b.4 Learn how to use: some features of written Standard English	N	Pupil can, with some inconsistency correctly use some features of standard written English.	Pupil can, with some consistency, correctly use features of standard written English: e.g. <i>Pupil consciously uses spelling, grammar and punctuation. They use these grammatical terms to discuss their own writing: 'My spelling is better in the middle of the story but I keep forgetting to use a capital letter for Wednesday.'</i>	Pupil can confidently and consistently use features of standard written English.
	c) Punctuation ⁶	2.3.c.1 Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. <i>the girl's name</i>).	Y	When prompted, pupil can use commas in lists, demarcate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is not yet consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil is aware of apostrophes used to mark where letters are missing in spelling and to mark singular possession in nouns but is not yet reliable in their use, sometimes adding a redundant apostrophe to regular plurals.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing. Pupil can deploy apostrophes accurately for contractions and to show possession and may be beginning to experiment with inverted commas to punctuate direct speech and apostrophes to mark possession in plural nouns.

⁶ Remember to include all the elements taught in previous years in your expectations and assessment.

RISING STARS
ASSESSMENT

Progression Frameworks

Credits

Authors: Sara Moulton and Tracey Matthews
(Cornwall Learning)

Other contributors: Wendy Delf, Maria Rundle,
Sally Griffin, (Cornwall Learning) and Tanya Parker

Editors: Jon Finegold and Ethel Chitagu

Design and layout: Stephanie Matthews,
Kirsten Alexander and Kirsty Taylor

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Rising Stars UK Ltd, 7 Hatchers Mews,
Bermondsey Street, London SE13 3GS

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