



January 2017

Year 2 Greater Depth  
Writing





# Outline

- What is greater depth?
- What does greater depth writing look like?
- An outline of the features expected
- Teacher assessment
- What you can do to help

# What is greater depth?

- Have met all statements for 'working at'.
- These writers have a clear voice with evident purpose and audience.
- Their writing shows control and restraint both of word choices and structures. They often draw on models from reading, but manipulate them for their own purposes.
- Some children will be working at greater depth in all aspects of writing and others will show elements.
- For example, (a) increased stamina in the quality and quantity of texts written or (b) demonstrating understanding of different sentence types and word choices needed for different purposes and audiences.

## Example of writing showing 'Working At' standards.

Once upon a time there lived a little girl called Little Red Riding Hood. She'd always wear a beautiful red cloak so everybody called her LRRH. she was a good little girl. Living **in the deep dark woods** was a **sneaky** Wolf, with pointed teeth and sharp claws. "How scary he looked! I'm a **friendly** wolf," he would howl. But no-one believed him.



# What does greater depth writing look like?

Once upon a time there lived a little girl who always wore red. Red cloaks, red socks, red dresses and red shoes. She wouldn't wear any other colour! So everybody called her LRRH. Although she looked charming, she was a rude, **ungrateful** little girl. Living nearby was a kind Wolf, with pointed teeth and sharp claws. Now, **even though**, he could sing **sweetly** like a bird - he was still called Big Bad Wolf. “How could you run away from me! I'm a friendly wolf,” he would howl. But no-one believed him.

# What does greater depth writing look like?

## Dislikes

Henry **doesn't** like bed or his little, cute, perfect brother who always tells tales about him. **What's** more, his worst fear is school injections because he **doesn't** want to be tearful in front of Moody Margaret. HH was angry when his favorite pizza and chips restaurant turned into a vegetable restaurant! **How disgraceful!** Horrid **Henry's teachers** wish he **didn't** come to school, while HH wishes there was no school at all. **Because** HH is so rude and obnoxious, sometimes his parents threaten that he will not get any more birthday parties. **Unfortunately, they're always shouting** "Stop being an embarrassment. Now go to your room Henry!"

# Working 'At'

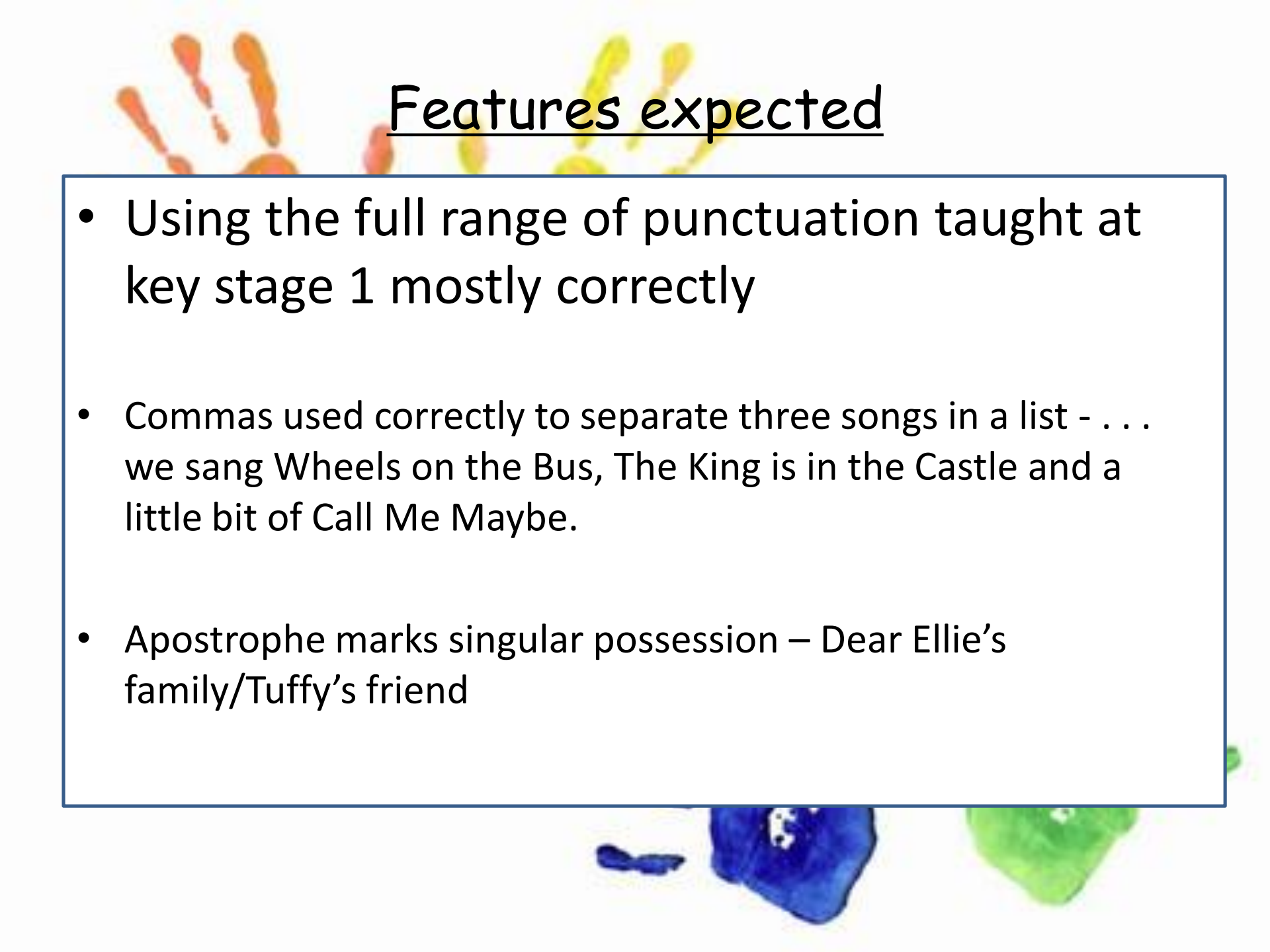
- The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
  - demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
  - using sentences with different forms in their writing (statements, questions, exclamations and 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) and 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.



# Working 'At greater depth'

- 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
- 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.






## Features expected

- Using the full range of punctuation taught at key stage 1 mostly correctly
- Commas used correctly to separate three songs in a list - . . . we sang Wheels on the Bus, The King is in the Castle and a little bit of Call Me Maybe.
- Apostrophe marks singular possession – Dear Ellie’s family/Tuffy’s friend



# Features expected

- Spelling most words with contracted forms – didn't, he'd, shouldn't
- Apostrophes used correctly . . . You'll see him wearing a yellow striped, blue t-shirt, blue jeans and muddy green stripy trainers.
- Horrid Henry's teachers wish he didn't come to school, while HH wishes there was no school at all.



# Features expected

- Adding suffixes to spell most words correctly in their writing ment, ness, ful, ly, less
- How **disgraceful**! Horrid Henry's teachers wish he didn't come to school, while HH wishes there was no school at all.
- **Unfortunately**, they're always shouting.



# Features expected

- Using the diagonal strokes needed to join letters in most of their writing.
- Expanded noun phrases 'Little Red Riding Hood, big bad wolf, rude, **ungrateful** little girl
- spelling most common exception words

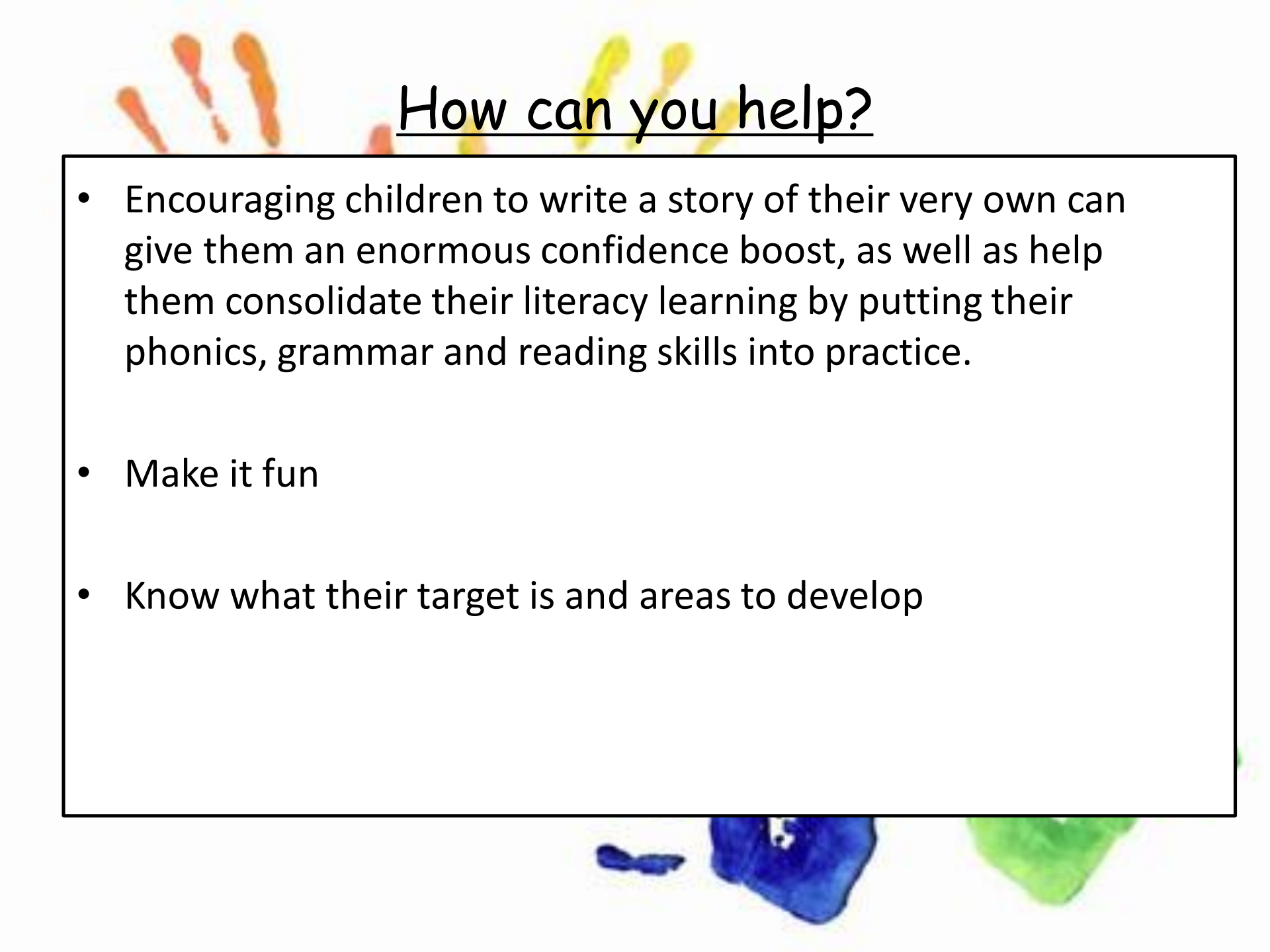


# Teacher Assessment

- Big writes
- Different genres
- Assessment sheets

# Writing Assessment

- 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 and exclamation marks
  - using sentences with different forms in their writing (statements, questions, exclamations and commands)
  - using some expanded noun phrases to describe and specify
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  - 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
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# How can you help?

- Encouraging children to write a story of their very own can give them an enormous confidence boost, as well as help them consolidate their literacy learning by putting their phonics, grammar and reading skills into practice.
- Make it fun
- Know what their target is and areas to develop





Questions?

