

Y2 Writing Assessment Grid

Date and genre of work:									
Working towards the expected standard in Y2									
The pupil can, after discussion with the teacher:									
write sentences that are sequenced to form a short narrative (real or fictional) https://www.bbc.co.uk/bitesize/topics/z6vv4wx									
demarcate some sentences with capital letters and full stops https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zimrhbk									
segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others http://www.ictgames.com/mobilePage/forestPhonics/index.html									
spell some common exception words http://www.ictgames.com/littleBirdSpelling/									
form lower-case letters in the correct direction, starting and finishing in the right place http://www.ictgames.com/mobilePage/skyWriter/index.html									
form lower-case letters of the correct size relative to one another in some of their writing https://www.doorwayonline.org.uk/activities/letterformation/									
using spacing between words https://www.youtube.com/watch?v=Rma2CK0zfEU									
Working at the expected standard in Y2									
The pupil can, after discussion with the teacher:									
write simple, coherent narratives about personal experiences and those of others (real or fictional) https://www.bbc.co.uk/bitesize/topics/z6vv4wx									
write about real events, recording these simply and clearly https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-recount/z7dg92p									
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv									
use present and past tense mostly correctly and consistently, e.g. <i>I was</i> (not <i>I were</i>) https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82									
use co-ordination (e.g. <i>or</i> / <i>and</i> / <i>but</i>) and some subordination (e.g. <i>when</i> / <i>if</i> / <i>that</i> / <i>because</i>) to join clauses https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv									
segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others http://www.ictgames.com/mobilePage/forestPhonics/index.html									
spell most common exception words http://www.ictgames.com/littleBirdSpelling/									
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters https://www.doorwayonline.org.uk/activities/letterformation/									
use spacing between words that reflects the size of the letters https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f									
demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession									
use expanded noun phrases for description https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f									
know the difference between a statement, question, exclamation and command https://www.primaryresources.co.uk/english/pdfs/sentence.pdf									
Working at greater depth in Y2									
The pupil can, after discussion with the teacher:									
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/ztp97h									
make simple additions, revisions and proof-reading corrections to their own writing https://www.theschoolrun.com/editing-creative-writing									
use the punctuation taught at key stage 1 mostly correctly https://home.oxfordowl.co.uk/english/primary-grammar/grammar-year-2-age-6-7/									

spell most common exception words

<http://www.ictgames.com/littleBirdSpelling/>

* in the curriculum but not in the assessment framework

Year 2 POS	Pupils should be taught to
Writing Transcription - Spelling	<ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> ○ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ○ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ○ learning to spell common exception words ○ learning to spell more words with contracted forms ○ learning the possessive apostrophe (singular) [for example, the girl's book] ○ distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Writing Transcription - Handwriting	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters
Writing – Composition	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> ○ learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ○ learn how to use: <ul style="list-style-type: none"> ○ sentences with different forms: statement, question, exclamation, command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently, including the progressive form ○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ the grammar for year 2 in English appendix 2 ○ some features of written Standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing

Appendix 2 (Year 2 Content)

Word Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding [for example, *whiteboard, superman*]

Formation of **adjectives** using **suffixes** such as *–ful, –less* (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1)

Use of the **suffixes** *–er, –est* in **adjectives** and the use of *–ly* in Standard English to turn adjectives into **adverbs**

Sentence Subordination (using *when, if, that, because*) and **co-ordination** (using *or, and, but*)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Punctuation 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 [for example, *the girl's name*]

Terminology noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma