

**Y2 Writing Assessment Grid**

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| 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) |  |  |  |  |  |  |  |
| demarcate some sentences with capital letters and full stops |  |  |  |  |  |  |  |
| segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others |  |  |  |  |  |  |  |
| spell some common exception words |  |  |  |  |  |  |  |
| form lower-case letters in the correct direction, starting and finishing in the right place |  |  |  |  |  |  |  |
| form lower-case letters of the correct size relative to one another in some of their writing |  |  |  |  |  |  |  |
| using spacing between words |  |  |  |  |  |  |  |
| **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) |  |  |  |  |  |  |  |
| write about real events, recording these simply and clearly |  |  |  |  |  |  |  |
| demarcate most sentences in their writing with capital letters and full stops, and use  question marks correctly when required |  |  |  |  |  |  |  |
| use present and past tense mostly correctly and consistently, e.g. *I was* (not *I were*) |  |  |  |  |  |  |  |
| use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses |  |  |  |  |  |  |  |
| segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others |  |  |  |  |  |  |  |
| spell most common exception words |  |  |  |  |  |  |  |
| form 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 |  |  |  |  |  |  |  |
| demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession |  |  |  |  |  |  |  |
| use expanded noun phrases for description |  |  |  |  |  |  |  |
| know the difference between a statement, question, exclamation and command |  |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |  |
| make simple additions, revisions and proof-reading corrections to their own writing |  |  |  |  |  |  |  |
| use the punctuation taught at key stage 1 mostly correctly |  |  |  |  |  |  |  |
| spell most common exception words |  |  |  |  |  |  |  |

\* in the curriculum but not in the assessment framework

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| **Year 2 POS** | **Pupils should be taught to** |
| Writing Transcription - Spelling | * spell by:   + 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * 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 | * 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 | * develop positive attitudes towards and stamina for writing by:   + 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:   + 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:   + 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 | * develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   + learning how to use both familiar and new punctuation correctly - see [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf), 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:   + 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   + some features of written Standard English * use and understand the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) 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 | |