

## Year 2 Writing Assessment

<b>Planning and Writing</b>			
Considers what they are going to write before beginning by planning or saying out loud what they are going to write about			
Considers what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary			
<i>Plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end</i>			
Develops of positive attitudes to and stamina for writing by <i>imitating/ adapting familiar stories/ familiar characters including events in a sequence, some dialogue and formal story language</i>			
Can write simple, coherent narratives about personal experiences and those of others (real or fiction)			
<i>Establishes basic purpose of a text (e.g main features of story, report, persuasive letter), uses some features of the given form maintaining consistency in purpose and tense</i>			
<i>Begins to include some dialogue in fiction writing (no expectation of speech punctuation)</i>			
Develops positive attitudes towards and stamina for writing poetry			
Can write about real events, recording these simply and clearly			
<i>Writes simple information texts incorporating labelled pictures and diagrams</i>			
<b>Evaluating and Editing</b>			
Makes simple additions, revision and corrections to their own writing by <b>proof-reading to check for errors</b> in spelling, grammar and punctuation			
Makes simple additions, revision and corrections to their own writing <b>evaluating</b> their writing with the teacher and other children			
Makes simple additions, revision and corrections to their own writing <b>by re-reading to check</b> their writing makes sense and that verbs to indicate time are used correctly and consistently (including verbs in the progressive form)			
<b>Punctuation</b>			
Uses punctuation taught in previous years			
<i>Uses full stops, capital letters securely to demarcate single and multiclaue sentences</i>			
<i>Uses question marks to securely demarcate single and multiclaue sentences</i>			
<i>Uses exclamation marks to demarcate single and multiclaue sentences</i>			
Can demarcate most sentences in their writing with capital letter and full stops and use question marks when required			
<i>Uses commas to separate items in a list</i>			
Uses apostrophes to mark where letters are missing in spelling (contractions – don't, can't, let's)			
Uses apostrophes to make singular possession in nouns ( the girl's name)			
<b>Grammar and Sentence Structure</b>			
<i>Shows some variation in sentence opening</i>			
Can use co-ordination (using or, and, but) to join clauses			
Can use (some) subordination (using when, if, that, because) to join clauses			
<i>Expand nouns for description (the blue butterfly, plain flour, a strong, wooden bridge) and specification (the third door on the left, the angry queen wasp)</i>			
Understands the grammatical features of different sentence types and uses them correctly for purpose --statement --question --command --exclamation			

<b>Can use present and past tense mostly correctly and consistently</b>			
Uses the progressive form of verbs in the present and past tense to mark actions in progress (she is drumming, he was shouting)			
Understand and uses the grammatical terminology appropriate to Year 2 and <i>previous years</i> . Y2 – noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma			
<b>Cohesive Devices</b>			
Links ideas within sentences using co-ordinating and subordinating conjunctions			
<b>Word Level and Spelling</b>			
Formation of nouns using suffixes such as –ness, -er and by compounding (whiteboard, superman)			
Formation of adjectives using suffixes such as –ful, -less (See English National Curriculum Appendix 1)			
Use of suffixes –er, est in comparative adjectives and use of ly in Standard English to turn adjectives into adverbs			
Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly, -tion			
<b>Can segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically-plausible attempts at others</b>			
Know new ways of spelling phonemes for which one or more spelling are already known, and learn some words with each spelling, including a few common homophones			
<b>Can spell many common exception words (See English National Curriculum Appendix 1)</b>			
Spell some words with contracted forms (can't, won't, I'm)			
Distinguish between homophones and near homophones (listed in Appendix 1)			
Apply simple spelling rules listed in Appendix 1			
Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words taught so far			
<b>Handwriting</b>			
<b>Can use spacing between words that reflects the size of the letters</b>			
Forms lower-case letters of the correct size relevant to one another			
<b>Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</b>			
Begins to use some of the diagonal and horizontal strokes needed to join letters and understand which letter, when adjacent to one another, are best left unjoined			
Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation			