Y2 Writing Assessment Grid

IMPORTANT : Please note that grammatical features should only be ticked when they add to the composition of a piece of writing, e.g. when they are used to add detail for the reader and are not just added because they are on a tick list.

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								
use 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								
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 many 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								
use expanded noun phrases for description								
know the difference between a statement, question, exclamation and commands								
demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession (greater depth)								
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								

add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, less, –ly)*						
use the diagonal and horizontal strokes needed to join some letters						

<p style="color:red; text-align:center">* these statements are not in the assessment framework but they support coherence</p>

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 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - common exception words – door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
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 by: - 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: - 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