

Year 2 Writing Assessment Grid

Name:							
Date of work							
Writing purpose							
Subject							
Working towards the expected standard	Composition: purpose and audience	write sentences that are sequenced to form a short narrative (real or fictional)					
	Punctuation	demarcate some sentences with capital letters and full stops					
	Transcription	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly & 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	Composition: purpose and audience	write simple, coherent narratives about personal experiences and those of others (real or fictional)					
		write about real events, recording these simply and clearly					
	Punctuation	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required					
	Grammar	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							

Year 2 Writing Assessment Grid

	Grammar	use expanded noun phrases for description						
		know the difference between a statement, question, exclamation and command						
	Transcription	segment spoken words into phonemes & represent these by graphemes, spelling many of these words correctly & 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						
Working at greater depth in Year 2	Composition: purpose and audience	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						
	Punctuation	use the punctuation taught at key stage 1 mostly correctly						
	Transcription	spell most common exception words						
		add suffixes to spell most words correctly in their writing						
		use the diagonal and horizontal strokes needed to join some letters (e.g. -ment, -ness, -ful, less, -ly)*						

* in the curriculum but not in the assessment framework so evidence is optional

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