

## Year 2 Writing Assessment and Target Setting Grid

Please colour code as follows:

- Autumn
- Spring
- Summer

Full highlighting indicates there is sufficient evidence that children are secure in this objective  
Highlighting over the bullet point indicates some evidence of understanding of this objective.

### Composition Structure and Purpose

**There is sufficient evidence that children can:**

- Compose sentences orally. Use drafting process to gather and write down ideas and key words.
- Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.
- Write about real events, maintaining form and purpose.
- Compose orally and write poetry in a variety of forms
- Re-read and check own writing. Proof read for errors. Evaluate word
- Read aloud clearly and audibly to check that writing makes sense.

### Vocabulary, grammar and punctuation (see National Curriculum Appendix 2)

**There is sufficient evidence that children can:**

- Write a range of sentence types that are grammatically accurate e.g. commands, questions and statements
- Co- ordinate sentences e.g. and, or, but
- Use subordination when appropriate e.g. when if because
- Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks, exclamation marks and commas in a list.
- Identify word classes: noun, adjective, verb and adverb.
- Choose the past or present tense appropriately.
- Experiment with the progressive form e.g. she was swimming, he was shouting, the man is drumming.
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
- Use appropriate features of Standard English.

### Handwriting

**There is sufficient evidence that children can:**

- Form letters and digits in correct size, orientation and relationship to one another.
- Use appropriate spacing between words
- Show correct joining lines.

### Spelling (See National Curriculum Appendix 1)

**There is sufficient evidence that children can:**

- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spell many common exception words from year 1 and Year 2.
- Use an apostrophe to spell many words with contracted forms.
- Use an apostrophe for singular possession: e.g. Mark's football.
- Spell and decode two and three syllable words which include familiar graphemes e.g. together, children,
- Write from memory simple dictated sentences that include words using GPCs, CWE words and punctuation taught so far.
- Spell most common homophones e.g. too two to, hear, here, see, sea, blue, blew, night, knight, one, won, son, sun.
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, including those where the root word changes e.g. happy to happily, happiness. e.g speed – speedily.
- Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it example copy to copied, copier, happier, happiest, cried, replied ...but copying, crying, replying,
- Add ed – ing – er and est to a root word ending in e e.g. hike hiking, hiked, hiker nice, nicer, shine, shiny
- Add ed – ing – er and est to words where the root ends in consonant which requires doubling eg stop stopping, big, biggest.
- Apply spellings rules in extended writing and dictated sentences from Spell Zoo overview of objectives.(including previous years).

**Greater depth writers will demonstrate:**

- Wider and more adventurous use of vocabulary used correctly in the right context
- Occasional departure from formulaic structures taught.
- Consistent accurate spelling across the Year 2 curriculum
- Consistent and accurate use of grammar and punctuation making the writing flow.
- Accurately uses features of standard English eg - was or were.

**Greater depth writers will be moderated at time of assessment .**