

Writing Assessment – Year 2

Autumn Term	Spring Term	Summer Term
Handwriting	Handwriting	Handwriting
<ul style="list-style-type: none"> Form all lower case letters that are clearly recognisable Form all capital letters that are clearly recognisable Use finger spaces 	<ul style="list-style-type: none"> Form all lower case letters in the correct direction and that are smaller than capitals Form capital letters correctly that are larger in size and use mostly straight lines Use finger spaces of consistent size Begin to use horizontal strokes to join letters 	<ul style="list-style-type: none"> Form lower case letters of the correct size relative to each other Begin to use horizontal strokes to join letters Begin to know and understand which letters are best left uncoined when next to each other Form capital letters of the correct size, orientation and relationship to one another and lower case letters Use finger spaces that are relative to and reflect the size of lower case letters
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and representing them with graphemes making phonetically plausible attempts Spell the Y1 common exception words and some of the Y2 ones (approx. 10). Know how to spell many phonemes in 1 or more ways (eg. ai a-e and ay) Recognise contracted words Recognise an apostrophe Add the suffixes -ly -ful and -less to given root words Begin to apply and understand the guidance in Appendix 1 Write from memory simple dictated sentences from some of alternate spellings for phonemes, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Spell by segmenting words into phonemes and graphemes with some accurate and some phonetically plausible attempts Learn new ways of spelling phonemes in addition to the different ways already known Spell many (around half) of the Y2 common exception words in tests and writing Use and spell with some contracted words Use a possessive apostrophe under guidance from an adult Use the correct homophone for a few common examples Use words with -ly -ful -less in writing Ad suffixes -ment -ness to given root words Apply much of the guidance in Appendix 1 Write from memory simple dictated sentences from most of alternate spellings for phonemes, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Spell by breaking words into phonemes and graphemes with most of them accurate Know how to spell words belonging to alternate spellings of the same sound including homophones Spell all Y2 common exception words in tests and writing Use and spell a range of contracted words Spell using the possessive apostrophe in independent tasks Use a range of homophones accurately Apply most of the guidance in Appendix 1 Write from memory simple dictated sentences from the range of alternate spellings for phonemes, common exception words and punctuation taught so far.
Composition	Composition	Composition
<ul style="list-style-type: none"> Develop positive attitudes towards writing and stamina by writing narratives about personal experiences and those of others (real or fictional) and writing about real events Plan what they are going to write about verbally in discussion with peers and adults and by dictating their plans for someone else to write Plan by writing a few key words and new vocabulary Plan using given sentence stems Read aloud their work to a small group Proof read for simple spelling errors in a group with adult support Make revisions, additions and corrections to their work under the direction of an adult 	<ul style="list-style-type: none"> Develop positive attitudes towards writing and stamina by writing narratives about personal experiences and those of others (real or fictional) and writing about real events and poetry Plan what they are going to write independently after prompts from an adult Plan by writing down / selecting key words and vocabulary independently Plan by writing sentence by sentence with adult support Evaluate the work of others in a group with adult support/guidance Spot errors with verb tense in a given piece of work with adult prompting/support Read aloud their work clearly to the class Proof read for spelling and punctuation errors with a partner Make revisions, additions and corrections to their own writing with some prompts from adults/peers 	<ul style="list-style-type: none"> Develop positive attitudes towards writing and stamina by writing for a range of different purposes Plan what they are going to write about effectively and independently through speech and writing it down Plan by writing down key ideas, words and new vocabulary Plan by writing sentence by sentence Evaluate their work with adults and peers Re-read their work to spot errors in verb tense and correct these Read aloud their work using intonation to make the meaning clear Proof read their work independently for spelling punctuation and grammar errors Make revisions, additions and corrections to their own writing
Grammar and Punctuation	Grammar and Punctuation	Grammar and Punctuation
<ul style="list-style-type: none"> Use full stops, capitals, exclamation marks and question marks mostly correctly Add an adjective to describe a noun in given captions or simple sentences Use and to join clauses Begin to use a range of coordinating conjunctions based on teacher models Write in the present tense accurately Begin to write in the past tense with some accuracy Begin to recognise and show awareness of some of the grammar in Appendix 2 Begin to have an awareness of some of the grammatical terminology in Appendix 2 	<ul style="list-style-type: none"> Use commas in a list, possessive apostrophes and contractions with adult support Use full stops, capitals, exclamation marks and question marks correctly Recognise sentences in different forms- statement, question, exclamation and command Use a range of coordinating conjunctions and clauses accurately independently and begin to use subordination in relation to teacher modelling Use simple noun phrases in writing Write in the present and past tenses accurately Use and understand the grammar in Appendix 2 Begin to recognise standard and Non-Standard English and the difference between these Discuss their writing in relation to some of the grammatical terminology in Appendix 2 	<ul style="list-style-type: none"> Use sentences in different forms- statement, question, exclamation and command Use commas in a list, capitals, full stops, question marks, exclamation marks, possessive apostrophes and contractions in independent writing mostly accurately Use expanded noun phrases Write in the present and past tense accurately including the progressive form Use coordination and subordination in independent writing Use the most of grammar in Appendix 2 correctly Use some features of Standard English and understand the importance of these Discuss their writing in relation to most of the grammatical terminology in Appendix 2

